

ED 021 795

24

SP 001 529

By-Erickson, Harley E.

COOPERATIVE RESEARCH ACT EDUCATIONAL RESEARCH TRAINING INSTITUTE FOR PUBLIC SCHOOL RESEARCH PERSONNEL (JUNE 13 TO AUGUST 5, 1966). FINAL REPORT.

State Coll. of Iowa, Cedar Falls.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-6-2154

Grant-OEG-3-6-062154-1214

Note-75p.

EDRS Price MF-\$0.50 HC-\$3.08

Descriptors-\*ADMINISTRATIVE PERSONNEL, \*EDUCATIONAL RESEARCH, \*INSTITUTES (TRAINING PROGRAMS), PROGRAM CONTENT, \*RESEARCH METHODOLOGY

Identifiers-Iowa, State College of Iowa

An 8-week summer institute at the State College of Iowa in 1966 provided intensive training in educational research for 26 public school personnel. Participants had been assigned research responsibilities in their local districts for the coming year, so a seminar in educational research problems concentrated on practical planning and analysis of individual projects. (A 2-day follow-up workshop is planned for December.) Also included in the institute program were courses in statistical analysis, research design, and evaluation; a guest speaker series of 13 reports on research developments in various fields; consultation with 5 visiting specialists on research techniques and opportunities; and field trips to system research projects and computerized research centers. Staff members feel the institute accomplished much in terms of its objectives. Especially noteworthy was the high motivation of trainees which helped to overcome problems of heterogeneity. Trainees indicated satisfaction with the program and confidence in their ability to apply research methodology to local problems. For future institutes, more proper program balance could be achieved with fewer speakers and more data processing work. More time is needed for trainee selection, and follow-up programs should be budgeted. Included with the report are 35 pages of publicity materials, all forms used in conducting the institute, weekly schedules, and the evaluative comments of participants. (JS)

BR-6-2154  
C-2154  
PA-24

# TECHNICAL REPORT

## *Cooperative Research Act Educational Research Training Institute*

For

Public School Research Personnel

STATE COLLEGE OF IOWA  
SUMMER 1966

*Harley E. Erickson, Director*

UNDER CONTRACT WITH THE UNITED STATES OFFICE OF EDUCATION  
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Authorized by P.L. 83-531, Section 2 (b)  
as amended by P.L. 89-10, Title IV

SP001529  
ED021795

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.

FINAL REPORT

OEG-3-6-062154-1214

COOPERATIVE RESEARCH ACT  
EDUCATIONAL RESEARCH TRAINING INSTITUTE  
FOR  
PUBLIC SCHOOL RESEARCH PERSONNEL

AUGUST 15, 1966

U. S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
Office of Education  
Bureau of Research

SP001529

COOPERATIVE RESEARCH ACT  
EDUCATIONAL RESEARCH TRAINING INSTITUTE  
FOR  
PUBLIC SCHOOL RESEARCH PERSONNEL

OEG-3-6-062154-1214

Harley E. Erickson, Director

June 13 to August 5, 1966

The training program reported herein was conducted pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment of the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

STATE COLLEGE OF IOWA

Cedar Falls, Iowa

SP001529

## PREFACE

The Technical Report, prepared during the week following the Institute, differs in several respects from the format described in "Instructions for Preparing Final Report for an Educational Research Training Project." These instructions were received on August 15, 1966 three days after completion of the report. Although changes were made in the completed report, it differs as regards paper size, cover, typing, pagination, and content. The content of the three sections of this report varies somewhat from that suggested in the instructions for the orientation, description, and evaluation sections.

Certain data related to inquiries, applications and trainees are presented in the first section. Institute objectives are listed in the second section. Evaluative statements concerning several aspects of the Institute will also be found in Operation of the Institute.

Summary data and information reports will be found in Appendix V.

## TABLE OF CONTENTS

PREFACE . . . . .	iii
INTRODUCTION. . . . .	1
I. PRE-INSTITUTE PREPARATION. . . . .	1
Proposal Submission and Negotiation. . . . .	1
Publicity and Response . . . . .	2
Selection Criteria, Methods Used for Selecting Trainees, and Methods Used to Inform Applicants. . . . .	4
Selection Criteria. . . . .	4
Methods Used for Selecting Trainees . . . . .	5
Methods Used to Inform Applicants . . . . .	6
II. OPERATION OF THE INSTITUTE . . . . .	7
Organization and Administration. . . . .	7
Institute Trainees . . . . .	7
Enrollee Roster . . . . .	10
Physical Facilities, Equipment, Housing. . . . .	12
The Instructional Program. . . . .	14
Objectives. . . . .	14
Content and Organization. . . . .	14
Topics in Statistical Analysis . . . . .	14
Research Design and Evaluation . . . . .	15
Seminar in Education: Research Problems . . . . .	15
Faculty and Instructional Assignments. . . . .	16
Special Lecturers, and Consultants . . . . .	17
All-College Lectures. . . . .	17
State College of Iowa Guest Speakers. . . . .	18
Visiting Consultants. . . . .	19
Field Trips. . . . .	20
Special Features . . . . .	20
Award of Credit. . . . .	21
Follow-Up During the 1966-67 Academic Year . . . . .	21
Weekly Schedules . . . . .	22
III. EVALUATION OF THE INSTITUTE. . . . .	31
Evaluation by Staff. . . . .	31
Evaluation by Institute Trainees . . . . .	32
Evaluation Form . . . . .	35
Problems . . . . .	38
Recommendations. . . . .	38
APPENDIX I. Descriptive Announcements and News Releases. . . . .	39
Exhibit A1 -- Letter Sent to School District Super- intendents in Iowa and Eight Neighboring States the last Week in April, 1966 . . . . .	40



Exhibit A2 -- Information Sheet Describing the Proposed Institute Enclosed with the Letter to School Superintendents . . . . .	41
Exhibit A3 -- Copy of School Superintendent's Postcard Reply. . . . .	42
Exhibit A4 -- Copy of June 6, 1966 Waterloo Daily Courier News Article Concerning the Granting of the Educational Research Training Institute to the State College of Iowa. . . . .	43
Exhibit A5 -- News Release for Local Newspaper Editors Concerning the Institute Trainees Selected .	44
Exhibit A6 -- The Brochure Containing the General Announcement and Description of the Institute . . . . .	45
APPENDIX II. Materials Sent to Applicants. . . . .	46
Exhibit B1 -- <u>Application and Selection Procedures</u> Information and Instructions Sheet. . . . .	47
Exhibit B2 -- Form 1 <u>Application for Admission</u> . . . . .	48
Exhibit B3 -- Form 2 School Administrator's Recommendation	51
Exhibit B4 -- May 19, 1966 Letter Sent to Applicants Pertaining to Housing in the Waterloo-Cedar Falls Metropolitan Area. . . . .	53
APPENDIX III. Letters and Materials Sent to Trainees and Alternates. . . . .	54
Exhibit C1 -- Notification of Applicant's Selection as an Institute Trainee . . . . .	55
Exhibit C2 -- <u>Application for Admission to Graduate Study</u> Form . . . . .	56
Exhibit C3 -- <u>Student Health Service</u> Form. . . . .	57
Exhibit C4 -- Notification of Applicant's Selection as an Alternate . . . . .	58
Exhibit C5 -- Notification of Alternate's Selection as a Trainee. . . . .	59
Exhibit C6 -- Letter to Trainees Concerning the Opening Day of the Institute and Materials Required for the Institute. . . . .	60
APPENDIX IV. Forms Completed by Trainees . . . . .	61
Exhibit D1 -- Dependency and Mileage Allowance Statement .	62
Exhibit D2 -- USOE 6003. Statement of Appointment of Trainee. . . . .	63
APPENDIX V. Summary Data and Information. . . . .	64

## INTRODUCTION

The purpose of this final report is to provide the United States Office of Education with a technical summary of the Educational Research Training Institute conducted by the State College of Iowa from June 13 through August 5, 1966. The report is organized in three sections. The first section pertains to pre-institute preparation including relations with the United States Office of Education. The operation of the Institute is described in Section II. The final section is devoted to staff and trainee evaluation of the Institute.

### I. PRE-INSTITUTE PREPARATION

#### Proposal Submission and Negotiation

A proposal for an eight week summer institute for training public school educational researchers was submitted to the Bureau of Research, United States Office of Education on February 4, 1966. Several telephone calls were made to Mr. John Colby, Acting Chief, Research Training Branch, Division of Research Training and Dissemination, United States Office of Education, Washington, D. C., during the week of April 11-15, 1966 inquiring about the status of the proposal.

On May 4, 1966, President J. W. Maucker, State College of Iowa, received a letter from Mr. Colby indicating the U. S. Commissioner of Education had approved the proposal for support subject to the negotiation of a mutually acceptable award. The college was requested not to release information to the public concerning the possible Federal support of the project until the contract had been signed by the college contracting officer and the contracting



officer for the Office of Education. On May 11, the Institute Director called Mr. Frank C. Cardinale, Contract and Construction Service, Area #3, to begin negotiation of the contract. Contract negotiations were completed within a week; on May 18, 1966 four copies of the revised budget totalling \$47,291 were forwarded to Mr. Cardinale. A signed copy of the grant award and the related terms and conditions for Grant No. OEG-3-6-062154-1214 was returned to Mr. E. T. Peterson, Chief, Area No. #3 Contracts and Construction Service on May 31, 1966.

A revised estimate of \$40,981 as the total cost of conducting the Institute was sent to Mr. Peterson on July 8, 1966.

The contract provided for thirty trainees.

#### Publicity and Response

During a telephone conversation with Mr. Colby on April 15, 1966, he suggested that the college could send letters to school administrators informing them of the proposed institute. From April 20 to April 28, 1,032 letters were sent to all school district superintendents and county superintendents in Iowa and to superintendents of school districts enrolling 2,000 or more students in eight neighboring states. A copy of the letter will be found in Appendix I, Exhibit A1. An information sheet describing the proposed institute, (Appendix I, Exhibit A2), was enclosed with each letter. A copy of the school superintendent's post card reply will be found in Appendix I, Exhibit A3.

A tabulation of the number of letters sent to each state and the number of replies received will be found on page 3.

<u>State</u>	<u>Number of Letters Sent</u>	<u>Total Number of Replies</u>	<u>Number requesting Application Material</u>
Iowa	552	48	43
Illinois	137	4	3
Kansas	14	3	3
Minnesota	88	5	5
Missouri	70	7	6
Nebraska	42	2	2
North Dakota	17	2	2
South Dakota	36	1	1
Wisconsin	<u>76</u> 1032	<u>5</u> 77	<u>2</u> 67

Ten of the 77 respondents expressed an interest in such an institute for another summer. In several instances this was due to prior staff commitments for the summer of 1966; in the others it was because no one had been assigned research responsibilities in the school system.

Application materials including the brochure (Appendix I, Exhibit A6), the information and instruction sheet (Appendix II, Exhibit B1), the application form (Appendix II, Exhibit B2), and the school administrator's recommendation (Appendix II, Exhibit B3). were sent to 67 individuals requesting information. On May 19, 1966 a letter was sent to each prospective applicant explaining in greater detail the housing situation in the Waterloo-Cedar Falls metropolitan area, (Appendix II, Exhibit B4).

Thirty-one official applications were completed and returned to the Director. The distribution of the completed applications for the six states is listed on page four.

<u>State</u>	<u>Number of Completed Applications</u>
Iowa	21
Illinois	1
Kansas	3
Minnesota	3
Missouri	2
Nebraska	<u>1</u>
	31

The news release of the grant award was made June 6, 1966, one week before the beginning of the Institute. A copy of the release will be found in Appendix I, Exhibit A5.

Selection Criteria, Methods Used for Selecting Trainees, and Methods Used to Inform Applicants

Selection Criteria. Seven criteria were utilized in selecting trainees for the Institute. They were:

1. Master's degree from an accredited college.
2. Quality of all graduate work completed.
3. Completion of the following courses or equivalents at either the undergraduate or the graduate level:
  - a. a beginning statistics course.
  - b. an introductory course in tests and measurement or a course in educational research.
4. The applicant's statement of intent to pursue educational research as a vocational objective.

5. The applicant's superintendent of schools statement of intent to assign research responsibilities of at least one-fourth time to the applicant during the 1966-67 school year.
6. Preference was given to applicants with teaching experience.
7. Preference was given to applicants showing the highest academic promise.

Methods Used for Selecting Trainees. A folder containing completed application forms and transcripts was prepared for each applicant. Several applicants appeared to have limited backgrounds in statistics, tests and measurement, and research. Each applicant had been assigned one-fourth time research responsibility for the 1966-67 school year and each had a master's degree. Summary sheets listing the qualifications of the applicants were prepared to assist the members of the reviewing committee.

The credentials of the applicants were reviewed on May 26, 1966 by a committee consisting of the Director, one member of the Department of Education and Psychology, and three members of the Bureau of Research and Examination Services at the State College of Iowa. The committee members worked independently and rated each applicant's credentials 1, 2, 3, 4, and 5: (1) as the lowest rating, and (5) as the highest rating.

The ratings were tabulated and the highest ratings were determined by the Director. Twenty-eight were selected as trainees and the remaining three were accepted as alternates. Four of the twenty-eight selected as trainees declined the invitation. Two of the alternates accepted a subsequent invitation to enroll in the Institute. Twenty-six trainees were enrolled for the full eight week period.

Methods Used to Inform Applicants. The Institute Director wrote personal letters to all applicants informing them of the decisions made on their applications. Copies of letters written to the applicants will be found in Appendix III.

Appendix III, Exhibit C1 contains a copy of the May 27, 1966 letter written to the twenty-eight applicants selected as Institute trainees. A copy of the letter sent to the three applicants selected as alternates will be found in Appendix III, Exhibit C4.

After four of the selected trainees had declined the invitation, the Director called the three alternates on June 3, inviting them to enroll in the Institute. Two accepted this invitation. A copy of the letter notifying the alternates of their acceptances as a trainee will be found in Appendix III, Exhibit C5.

Each applicant selected as a trainee completed the Application for Admission to Graduate Study form (Appendix III, Exhibit C2), and the Student Health Service form (Appendix III, Exhibit C3).

On June 8, 1966 a letter (Appendix III, Exhibit C6) was sent to each trainee describing the plans for the opening day of the Institute and materials required for the Institute.

## II. OPERATION OF THE INSTITUTE

### Organization and Administration

The Institute was conducted by the Department of Education and Psychology in close association with the Bureau of Research and Examination Services. Three BRES staff members, each on a one-fourth time basis, provided continuing consultative services for the Institute.

All areas pertaining to the Institute were under the general supervision of Dr. J. W. Maucker, President of the College. Fiscal matters were administered by the College Business Office. The over-all operation of the Institute was supervised by the Director.

The Institute course work was considered to be a part of the graduate program of the College. Each trainee completed the Application for Admission to Graduate Study. Transcripts were sent to the Registrar's office for trainees indicating a desire to continue graduate work at the State College of Iowa. Eight semester hours of graduate credit were earned upon successful completion of the Institute.

Registration of the trainees was performed independently from registration of other State College of Iowa students. Personnel from the Registrar's office met with the group and completed registration on June 14, 1966.

### Institute Trainees

Twenty-five men and one woman completed the eight-week Institute. Five states were represented, with one trainee each from Missouri and Nebraska, two from Minnesota, three from Kansas, and nineteen from Iowa.

The News Information Service, College Relations Office, State College of Iowa on June 9, 1966 issued a news release for local newspaper editors listing by hometown, the trainees selected for the Institute. A copy



of the news release will be found in Appendix I, Exhibit A5.

As a group, the trainees were less homogeneous than typical groups of candidates for the Specialist in Education degree. On the Miller Analogies Test, eight trainees fell below the 40th percentile (local graduate student norms). Ed. S. degree candidates are expected to score above the 40th percentile on the MAT. However, all but two trainees scored above the 25th percentile which is the cut-off percentile for Master's degree candidates. Similar heterogeneity was revealed on the General Professional Examination administered to the trainees on June 13, 1966. The General Professional Examination, locally constructed by the Department of Education and Psychology, consists of four parts:

- Part I. Psychology of Growth and Development
- Part II. Psychology of Teaching and Learning
- Part III. Statistics and Evaluation
- Part IV. Education and Society

The minimum percentiles for Master's degree candidates, and Ed. S. candidates are 50 and 60 respectively. Eight trainees scored below the 50th percentile and ten scored below the 60th percentile.

Nine trainees scored above the 75th percentile on the GPE and seven scored above the 75th percentile on the Miller Analogies Test.

Eleven trainees resided in the residence halls, four commuted daily to their homes in the Waterloo-Cedar Falls metropolitan area, and eleven established a special temporary residence in the metropolitan area for the eight weeks of the Institute. Dependency allowances totalling \$4,590 were paid for forty dependents of these eleven trainees. Dependency allowances were paid for thirty-three dependents for eight weeks, three for seven weeks, one for six weeks, and three for five weeks.

A copy of the dependency and mileage allowance statement completed by the trainees on June 13, 1966 will be found in Appendix IV, Exhibit D1. The Statement of Appointment of Trainee forms, USOE 6003 (Appendix IV, Exhibit D2), arrived on Friday, June 17, 1966 and were completed on that date. Total trainee support totalled \$21,066.32 for the eight weeks of the Institute itemized as follows:

Stipends	\$15,600.00
Dependency allowances	4,590.00
Travel allowances	<u>876.32</u>
	\$21,066.32

The enrollee roster listing names, home addresses, and pre-institute school addresses will be found on the next two pages. Post-institute school addresses are also listed for the two trainees employed in another school system for the 1966-67 school year.

ENROLLEE ROSTER  
EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Summer 1966  
State College of Iowa

Enr. No.	Name	Home Address	Pre-Institute School Post-Institute, if different
1.	Mr. Donald Ackman	Jesup, Iowa 50648	Jesup Community School Jesup, Iowa 50648
2.	Mr. John G. Christianson	207 Crescent Avenue Route #3 Decorah, Iowa 52101	North Winneshiek Comm- unity School District. Decorah, Iowa 52101
3.	Mr. Ralph K. Gibson	Marcus, Iowa 51035	Marcus Community School Marcus, Iowa 51035
4.	Mr. John E. Haugo	207 Todd Street Park Rapids, Minn. 56470	Park Rapids High School Park Rapids, Minn. 56470
5.	Mr. Gerald D. Hornbaker	802 S. Dinsmore Lyons, Kansas	Lyons City Schools Lyons, Kansas 67554
6.	Mr. Harold R. Hosey	928 North Elm Street Medicine Lodge, Kansas 67104	Medicine Lodge Public Schools <u>Medicine Lodge, Kansas</u> Dodge City Public School Dodge City, Kansas 67801
7.	Mr. Laverne H. Hueholt	129 Indian Terrace Burlington, Iowa 52661	Sperry Consolidated School Sperry, Iowa
8.	Mr. Robert E. Jackson	Marathon, Iowa 50565	Marathon Consolidated School <u>Marathon, Iowa 50565</u> Dunlap High School Dunlap, Iowa
9.	Miss Fay M. Layne	1235 First Street Webster City, Iowa 50595	Webster City Community School District Webster City, Iowa 50595
10.	Mr. Charles F. Magruder	1135 Elm Avenue Garner, Iowa 50438	Hancock County Schools Garner, Iowa 50438

11.	Mr. Clifford L. Makohoniuk	3418 Merle May Des Moines, Iowa	Polk County Board of Education Des Moines, Iowa 50309
12.	Mr. Richard H. Martin	1212 W. Anson Marshalltown, Iowa 50158	West Marshall High School State Center, Iowa 50247
13.	Mr. George H. Maurer	1953 E. 71 Terr. Kansas City, Missouri	Belton Public Schools Belton, Missouri 64012
14.	Mr. Wallace M. Ridenour	3609 South 87th Avenue Omaha, Nebraska	Papillior Public High School Papillion, Nebraska 60846
15.	Mr. Robert L. Savereide	1842 Logan Avenue Waterloo, Iowa	Cedar Falls Community Cedar Falls, Iowa 50613
16.	Mr. Robert L. Schmidt	Irwin, Iowa 51446	Irwin Community School Irwin, Iowa 51446
17.	Mr. John M. Searcy	Box 253 Springville, Iowa 52336	Springville Community Springville, Iowa 52336
18.	Mr. Robert Stansbury	908 Oregon Waterloo, Iowa 50702	Waterloo Public Schools Waterloo, Iowa 50702
19.	Mr. Joseph Stone	Stratford, Iowa 50249	Stratford Community School Stratford, Iowa 50249
20.	Mr. Charles O. Stones	505 W. 8th Hugoton, Kansas 67951	Hugoton Public Schools Hugoton, Kansas 67951
21.	Mr. Melvin W. Thurston	Box 535 Hudson, Iowa 50643	Hudson Community School Hudson, Iowa 50643
22.	Mr. John M. Thomas	Route #1 Clinton, Iowa 52732	Northeast Community High School Clinton, Iowa 52732
23.	Mr. William L. Walsh	Quimby, Iowa 51049	Willow Community School Quimby, Iowa 51049
24.	Mr. Richard Whipple	3102 52nd Street Des Moines, Iowa 50310	Urbandale Community Schools Urbandale, Iowa 50322
25.	Mr. Paul Wilke	1604 North Bridge Albert Lea, Minnesota 56007	Albert Lea High School Albert Lea, Minnesota
26.	Mr. Arnold Wold	Box 262 Sanborn, Iowa 51248	Melvin Community School Melvin, Iowa 51350

### Physical Facilities, Equipment, Housing

All class sessions were held in room 247 of the Auditorium Building. The research seminars and special lectures were also held in this classroom which was reserved for the exclusive use of the Institute.

Room 29 of the Auditorium Building served as the statistics laboratory. Twelve rotary electric desk calculators were available at all times for trainee use. A graduate student assistant was in charge of the laboratory. The laboratory was open three evenings each week.

The new College library provided a graduate student study center as well as many private study rooms. The new building, is completely air-conditioned, and has seating space for 1100 students exclusive of study carrells. Book collections total more than 225,000 volumes, including a well selected reference collection of over 8,000 volumes. The library has current subscriptions to 1,500 periodicals and 50 newspapers, with a majority of periodical titles complete from their beginning. More than 14,000 volumes of new material are added each year. The library also has a rapidly growing collection of materials in microfilm (6,000 reels) and microcard form, and about 2,000 albums of recordings with facilities for their use. As a depository for United States Government publications, the library adds hundreds of volumes annually to its collection of such material.

The Curriculum Laboratory was available to the trainees as they prepared proposals involving the use of new materials. The State College of Iowa has one of the finest Curriculum Laboratories in the country. The Laboratory consists of two closely related departments, the Curriculum Center and the Audio-Visual Center. At present the Curriculum Center has over 20,000 items carefully organized and available for student use. These include courses of study produced by selected school systems in all 50 states,



resource units, publishers' catalogs, child accounting forms, standardized tests, programmed materials, etc. Although the Center has shelved some 2,000 current elementary and secondary textbooks and workbooks, new material released throughout the country is regularly being received and evaluated. Only the best textbooks and workbooks are retained -- and these usually for no longer than six years. The Audio-Visual Center has approximately 750 films, 2,300 filmstrips, and 750 recordings as well as maps, globes, models, and slides.

The resources of the Bureau of Research and Examination Services were available to trainees working on projects and proposals. BRES maintains a file of current and accumulated research materials and has access to computer equipment.

The Audio-Visual Center of the Malcolm Price Laboratory School was available for use by the trainees of the Institute. Equipment available included the Electrowriter used in the Northwest Iowa Electrowriter Project; the EDEX machine which programs sound film, tapes and slides and has 40 response keys for students to record immediate responses to verbal and visual questions; the television tape recording system which prepares video tape for immediate or delayed playback; and the usual overhead projectors and copying machines.

Eleven trainees, ten men and one woman, were housed in residence halls. The ten men were housed in Shull Hall. Each hall is complete with study rooms, recreational rooms, lounges, music rooms, libraries, pressing rooms, etc. Eleven trainees obtained housing for their families in the Waterloo-Cedar Falls metropolitan area. The College Housing Office and the Director assisted the trainees in completing housing plans for the summer.



## The Instructional Program

Objectives. The general objective of this Institute was to improve the competency of public school personnel responsible for research. The specific objectives of the Institute were:

1. To develop skills, concepts, and understandings in selecting and devising evaluative instruments for assessing the outcome of school programs.
2. To develop increased competency in the use of statistical methods in analyzing research data and testing research hypotheses.
3. To develop an understanding of the type of research designs appropriate for school system research projects.
4. To increase the participant's familiarity with research findings in those areas specifically related to the immediate research emphasis in the participant's school system.

Content and Organization. The "core" of the instructional program consisted of three graduate courses. These courses were:

Topics in Statistical Analysis. This course was an extension of elementary descriptive and inferential statistics. This course was integrated with the Research Design and Evaluation course so as to maximize the trainee's understanding of similar topics related to both courses. Topics included were:

- Regression equations
- Multiple correlation
- Binomial, normal, t, and F distributions
- Statistical estimation, inferences, and decisions
- Significance of differences
- Chi square
- One-way and two-way analysis of variance
- Analysis of covariance
- Kruskal-Wallis one-way analysis of variance by ranks
- Friedman two-way analysis of variance by ranks

The statistical laboratory was a functional and integral part of this course.

Research Design and Evaluation. The following topics were included in this course:

Measurement

- Levels of measurement and scaling
- Comparisons of scales
- Reliability
- Types of validity
- The variance relation of reliability and validity

Methods of Observation and Data Collection

- Objective tests and scales
- Interview schedules
- Observations of behavior
- Content analysis

Types of Research

- Ex Post facto research
- Laboratory experiments, field experiments, and field studies
- Survey research

Research Design

- Purposes of research design
- Faulty designs
- Adequate designs
- Randomized groups
- Correlated groups

Interpretation of Research Data

Seminar in Education: Research Problems. Presentations of college staff members and visiting consultants were scheduled as a regular feature of the seminar so that the trainees could acquire a broad and functional perspective of the potentialities of public school research endeavors.

Research projects completed as well as projects contemplated by the trainee's school system were analyzed and criticized in both large and small group settings. Each trainee prepared a research proposal as a part of the seminar requirement.

The consultative services of the Bureau of Research and Examination Services were coordinated to meet the special needs of the trainees as they developed evaluation procedures and research designs for their school systems.

### Faculty and Instructional Assignments

The names, major assignment, and proportion of time devoted to Institute activities by each faculty member is indicated in the paragraphs which follow.

Dr. Harley E. Erickson, Associate Professor of Education, State College of Iowa, served as Institute Director. In this capacity, he coordinated all Institute activities and assumed responsibility for the over-all operation of the Institute. In addition to administrative duties, he taught the Topics in Statistical Analysis course and consulted with individual trainees. Dr. Erickson also introduced the State College of Iowa guest speakers and the visiting consultants.

Dr. Bernadette M. Gadzella, Associate Professor, Wisconsin State University, Oshkosh, Wisconsin, devoted full time to Institute activities. She taught the course Research Design and Evaluation and consulted with individual trainees.

Dr. William H. Dreier, Professor of Education and Administrative Assistant, Department of Education and Psychology, State College of Iowa, devoted full time to the Institute. He directed the educational research seminar, supervised the trainees' preparation of research proposals, and coordinated the consultative services of the Bureau of Research and Examination Services staff members.

Dr. Herbert M. Silvey, Director, Bureau of Research and Examination Services, State College of Iowa, devoted one-fourth time to Institute activities as a continuing consultant in the areas of research design and

instrumentation. He directed the laboratory experiences related to Bureau of Research projects.

Dr. Gordon J. Rhum, Professor of Education and Coordinator of Research and Evaluation, State College of Iowa, devoted one-fourth time to the Institute as a continuing consultant in the area of research design and instrumentation. He directed the laboratory phase related to State College of Iowa faculty research projects.

Mr. Gerald D. Disbey, Assistant Professor, Associate in Research, State College of Iowa, devoted one-fourth time to the Institute as a continuing consultant in the areas of data analysis and data processing. He directed the laboratory phase related to the collecting and processing of data.

Mr. Gerald Purcell, Cedar Falls Public Schools, Cedar Falls, Iowa served as a graduate student assistant in charge of the statistics laboratory. His effectiveness in assisting the trainees with desk calculator problems was largely responsible for the success of this phase of the Institute program.

Mrs. Judy Haro served as Institute secretary. Her capable assistance was indispensable in organizing files for individual enrollees, in handling correspondence for the Institute Director, in typing and duplicating Institute materials, and in assembling data utilized in preparation of this report. The orderly functioning of the Institute was clearly related to Mrs. Haro's efficiency, adaptability, and willingness to assist in the handling of a myriad of details.

#### Special Lecturers, and Consultants

All-College Lectures. The Institute trainees and staff attended two all-College lectures. The lecturers and their topics are listed on page 18.

Mr. Harold Pluimer  
Aerospace Education Director  
North Central Region  
USAF and CAP

Aerospace Education

Dr. J. Lloyd Trump  
Associate Secretary  
Nat'l Assoc. of Secondary  
School Principals  
Washington, D. C.

Four Imperatives to Improve  
Teaching and Learning

State College of Iowa Guest Speakers. The following college faculty members discussed current developments and research investigations in their area of specialization:

Dr. J. W. Maucker,  
President  
State College of Iowa

The Role of Research in Educational Decisions

Dr. Dorothy Koehring  
Regional Training Officer  
Head Start Program

Head Start

Mr. Robert Paulson  
Audio-Visual Consultant,  
Price Laboratory School

Audio-Visual Techniques

Dr. Paul R. Brimm  
Professor of Education

Programmed Learning

Dr. Robert Frank  
Associate Professor of  
Education

Guidance and Counseling

Dr. Howard Knutson  
Associate Dean of  
Instruction  
Iowa Representative

Upper Midwest Regional  
Educational Laboratory

Dr. Clifford McCollum  
Professor of Science  
Head, Dept. of Science

Science

Dr. John Cowley  
Professor of English

English

Dr. Gordon Harrington  
Associate Professor of  
Psychology

Learning



Dr. Garth Petrie  
Assistant Professor of  
Education and Psychology

Reading

Dr. Lloyd Douglas  
Professor of Business  
Education  
Head, Dept. of Business  
Education

Business Education

Mr. Lyle K. Alberts  
Instructor, Social Science

Research in Social Studies

Dr. Augusta Schurrer  
Professor of Mathematics

Mathematics

#### Visiting Consultants

The services of five consultants of recognized authority were obtained. Each consultant spent two days with the Institute. He made a formal presentation each morning and met with the trainees and staff during the afternoons to discuss topics of interest, and answer questions pertaining to his morning presentation.

The consultants and their topics are listed below.

Dr. Drexel D. Lange  
Associate Superintendent,  
Pupil Personnel Services  
Department of Public Instruction  
Des Moines, Iowa

The Role of the State Department  
as an Intermediary Between Federal  
Agencies and Local School Systems.

The Leadership Role of the State  
Department in Educational  
Innovation and Experimentation.

Dr. Loyal W. Joos  
Director of Systematic Studies  
Oakland County Schools  
Pontiac, Michigan

Computer Applications

Managing School Research

Dr. Edwin D. Stevens  
Superintendent of Schools  
Granby, Connecticut

The Stimulation of Faculty  
Research Activities

Educational Change - Its  
Direction and Research Possibil-  
ities for the Future



Dr. Everett A. Landin  
Superintendent of Schools  
Easton-Redding Public Schools  
Regional School District #9  
Redding, Connecticut

From Research to the Classroom

The Friendly Face of Change

Dr. Ira J. Semler  
Director of Research  
Cedar Rapids Public Schools  
Cedar Rapids, Iowa

A Unified Model for School  
System Research

Research Center Services and  
Functions

### Field Trips

Two informative and stimulating field trips were included in the Institute program. The first field trip on July 12, 1966 to the Iowa State Department of Public Instruction, Des Moines Iowa, was coordinated by Mr. Drexel D. Lange.

Mr. R. F. Van Dyke, Coordinator, Title I, Iowa State Department of Public Instruction discussed the 1966-67 department guidelines for ESEA Title I projects, Submitting a Title I Project. Each trainee received a copy of the guidelines.

Dr. Richard Brooks, Planning and Development Consultant, State Department of Public Instruction, described the systems research project of the State Department. Dr. Sam Bliss described the systems research project involving thirteen state departments of education.

The second field trip to Iowa City on July 19, 1966, included a tour of the Measurement Research Center and the Computer Center. The Iowa Educational Information Center and the Iowa Card Pac System of Educational Accounting were described by Information Center staff members.

### Special Features

Several special features not included in the formal planning of the Institute may be worthy of note.

The trainees formed study groups to assist each other with course preparations. Many of the men attended the noon Phi Delta Kappa sack lunches scheduled weekly throughout the summer.

Two planned social functions were held. An afternoon coffee enabled the trainees to meet staff members of the Department of Education and Psychology. During the last week of the Institute, the trainees planned a dinner to which they invited their spouses and staff.

#### Award of Credit

Each Institute trainee earned eight semester hours of graduate credit including.

21:281	Topics in Statistical Analysis	3
21:259	Research Design and Evaluation	3
21:289-4	Seminar in Education:Research Problems	2

These credits are acceptable for application on the Specialist in Education degree at the State College of Iowa as well as for advanced degrees at other institutions in the United States.

#### Follow-up During the 1966-67 Academic Year

All trainees indicated they plan to attend a two day workshop scheduled for December 1, 2, 1966 at the State College of Iowa. During the workshop staff members will assist the trainees with data analysis and problems related to research projects underway in the local school systems. Staff members will also work with the trainees in planning research projects.

Institute trainees unable to attend this workshop will correspond with the Institute Director to receive necessary assistance.

### Weekly Schedules

The weekly schedules of classes and activities will be found on pages 23 through 30. The weekly schedule was modified after the first two weeks to provide the trainees with a larger block of study time. This was accomplished by scheduling the three credit courses at 7:30 and 9:00, rather than 7:30 and 9:50.

EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Schedule for June 13 thru June 17

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30		21:281 Topics in Statistical Analysis Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson
8:40 -	9:00 a.m. Orientation Meeting	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory
9:50 - 10:50		10:00 a.m. Registration	21:259 Research Design and Evaluation Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella
11:00 - 12:00		21:259 Research Design and Evaluation Dr. Gadzella	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory
12:00 - 1:00	L U N C H H O U R				
1:00 - 2:00	1:30 - 3:30 General Professional Examination	21:289-4 Seminar in Education: Research Prob. Dr. Dreier	21:289-4 Seminar in Education: Research Prob. Dr. Dreier	21:289-4 1:30 p.m. Price Laboratory School, Room 134 Mr. Paulson*	21:289-4 Aud. 247 Dr. Doehring**
2:10 -	2:00 - 3:00 Miller Analogies Test	3:00 - 4:00 Miller Analogies Test			
3:20 -		Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory

\* Mr. Robert Paulson  
Audio-Visual Consultant  
Price Laboratory School  
State College of Iowa

\*\* Dr. Dorothy Koehring  
Regional Training Officer  
Head Start Program

EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Schedule for June 20 thru June 24

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	21:281 Topics in Statistical Analysis Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson
8:40 - 9:40	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory
9:50 - 10:50	21:259 Research Design and Evaluation Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella
11:00 - 12:00	Guest Speaker Mr. Lange *	Guest Speaker Mr. Lange*	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory
12:00 - 1:00	L U N C H H O U R				
1:00 - 2:00	1:15 p.m. Sabin 102 Mr. Pluimer**	21:289-4 Group and Individual Conferences with Mr. Lange*	21:289-4 1:30 Aud. 247 Programmed Instruction  Dr. Brimm***	21:289-4 Price Laboratory School, Room 210 EDEX  Dr. Brimm***	21:289-4 Seminar in Education: Research Problems  Dr. Dreier
2:10 - 3:10	21:289-4 Group and Individual Conferences with Mr. Lange*		Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory
3:20 - 4:20					

\* Mr. Drexel D. Lange  
Associated Superintendent,  
Pupil Personnel Services  
Department of Public Instruction  
Des Moines,

\*\*\* Dr. Paul R. Brimm  
Professor of Education  
State College of Iowa

EDEX Multi Media Instructional  
System

\*\*Mr. Harold Pluimer  
Aerospace Education Director  
North Central Region  
USAF and CAP  
Minneapolis, Minnesota



EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Schedule for June 27 thru July 1

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	21:281 Topics in Statistical Analysis Dr. Erickson	21:281 Dr. Erickson	21:281 Dr. Erickson	21:281 Dr. Erickson	21:281 Dr. Erickson
8:30 - 9:00	Coffee Laboratory	8:40 (a) Auditorium Dr. J.L. Trump	Coffee Laboratory	Coffee Laboratory	Coffee Laboratory
9:00 - 10:00	21:259 Research Design and Evaluation Dr. Gadzella	9:50 Gil. Chapel Dr. J.L. Trump (b)	21:259 Dr. Gadzella	21:259 Dr. Gadzella	21:259 Dr. Gadzella
10:00 - 12:00	Conferences, Library, Laboratory	21:259 11:00 Dr. Gadzella	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory
12:00 - 1:00	L U N C H H O U R				
1:00 - 2:30	21:289-4 Dr. Frank <sup>c</sup>	21:289-4 1:30 Dr. Knutson <sup>d</sup>		21:289-4 Dr. Cowley <sup>e</sup>	21:289-4 Dr. Harrington <sup>f</sup>
3:00 -	Conferences, <sup>g</sup> Library, Laboratory	Conferences, <sup>g</sup> Library, Laboratory	Conferences, <sup>g</sup> Library, Laboratory	Conferences, <sup>g</sup> Library, Laboratory	Conferences, <sup>g</sup> Library, Laboratory

(a) Dr. J. Lloyd Trump  
Associate Secretary  
Nat'l Assoc. of Secondary  
School Principals  
Washington, D. C.  
"Four Imperatives to  
Improve Teaching and  
Learning"

(b) Question and Answer Session

(c) Dr. Robert Frank  
Associate Prof. of Educ.  
and Psychology  
State College of Iowa  
Guidance and Counseling

(d) Dr. Howard Knutson  
Associate Dean of  
Instruction  
State College of Ia.  
Iowa Representative,  
Upper Midwest  
Regional Educational  
Laboratory.

(e) Dr. John Cowley  
Prof. of English  
State College of  
Iowa

(f) Dr. Gordon  
Harrington  
Assoc. Prof. of  
Psychology  
State College of  
Iowa.

(g) Conferences  
Dr. Gordon Rhum  
Dr. Herbert Silvey  
Mr. Gerald Bisbey



EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Schedule for July 5 thru July 8

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30		21:281 Topics in Statistical Analysis Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson
8:30 - 9:00		Coffee Laboratory	Coffee Laboratory	Coffee Laboratory	Coffee Laboratory
9:00 - 10:00		21:259 Research Design and Evaluation Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella
10:00 - 12:00		Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory
12:00 - 1:00	L U N C H H O U R				
1:00 - 2:30		21:289-4 1:30 Dr. Petrie <sup>a</sup>	21:289-4  Dr. Dreier	21:289-4  Dr. Dreier	21:289-4  Dr. Douglas <sup>b</sup>
3:00 - 4:30		Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory

(a) Dr. Garth Petrie  
Assistant Prof. of Education  
and Psychology  
State College of Iowa  
Elementary Education

(b) Dr. Lloyd Douglas  
Prof. of Business Education  
Head, Dept. of Business Educa.  
State College of Iowa

EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Schedule for July 11 thru July 15

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	21:281 Topics in Statistical Analysis Dr. Erickson	8:00  Leave for Des Moines.  Load outside  College Green-house.  State Department of Public Instruction.	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson
8:30 -	Coffee Laboratory		Coffee Laboratory	Coffee Laboratory	Coffee Laboratory
9:00 - 10:00	21:259 Research Design and Evaluation  Dr. Gadzella		21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella
10:00 - 10:30	Conferences, Laboratory		Conferences, Laboratory	Conferences, Laboratory	Conferences, Laboratory
10:30 - 12:00	21:289-4 Seminar in Education: Research Problems Dr. Dreier		21:289-4 Seminar in Education: Research Problems Dr. Dreier	Guest Speaker  Dr. Joos*	Guest Speaker  Dr. Joos*
12:00 - 1:00	L U N C H H O U R				
1:00 - 3:00	21:289-4  1:15  Dr. McCollum**	3:00 - 3:30 Leave Des Moines	21:289-4 Seminar in Education: Research Problems Dr. Dreier	Group and Individual Conferences with  Dr. Joos*	Group and Individual Conferences with  Dr. Joos*
3:00 - 4:30	Conferences, Library, Laboratory		Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory

\*Dr. Loyal W. Joos  
Director of Systematic Studies  
Oakland County Schools  
Pontiac, Michigan

\*\*Dr. Clifford McCollum  
Professor of Science  
Head, Science Department  
State College of Iowa

EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Schedule for July 18 thru July 22

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	21:281 Topics in Statistical Analysis Dr. Erickson	8:00  Leave for Iowa City.  Load outside College Green- house.  Measurement  Research Center.	21:281  Dr. Erickson	21:281  Erickson	21:281  Erickson
8:30 - 9:00	Coffee Laboratory		Coffee Laboratory	Coffee Laboratory	Coffee Laboratory
9:00 - 10:00	21:259 Research Design and Evaluation  Dr. Gadzella		21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella
10:00 - 10:30	Conferences, Laboratory		Conferences, Laboratory	Conferences, Laboratory	Conferences, Laboratory
10:30 - 12:00	Conferences, Library, Laboratory		Guest Speaker  Dr. Stevens*	Guest Speaker  Dr. Stevens*	21:289-4  Seerley 202  Mr. Alberts**
12:00 - 1:00	L U N C H H O U R				
1:00 - 3:00	Conferences,  Library,	3:00 - 3:30 Leave Iowa City	Group and Individual Conferences with Dr. Stevens*	Group and Individual Conferences with Dr. Stevens*	Conferences,  Library
3:00 - 4:30	Laboratory		Conferences, Library, Laboratory	Conferences, Library, Laboratory	Laboratory

\*Dr. Edwin D. Stevens  
Superintendent of Schools  
Granby, Connecticut

\*\*Mr. Lyle Alberts  
Instructor,  
Social Science  
State College of Iowa

EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Schedule for July 25 thru July 29

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	21:281 Topics in Statistical Analysis  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson
8:30 - 9:00	Coffee Laboratory	Coffee Laboratory	Coffee Laboratory	Coffee Laboratory	Coffee Laboratory
9:00 - 10:00	21:259 Research Design and Evaluation  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella
10:00 - 10:30	Conferences, Laboratory	Conferences, Laboratory	Conferences, Laboratory	Conferences, Laboratory	Conferences, Laboratory
10:30 - 12:00	Conferences, Library, Laboratory	Guest Speaker  Dr. Landin <sup>a</sup>	Guest Speaker  Dr. Landin <sup>a</sup>	21:289-4  Dr. Maucker <sup>b</sup>	Conferences, Library Laboratory
12:00 - 1:00	L U N C H H O U R				
1:00 - 3:00	Conferences,  Library,  Laboratory	1:30 Group and Individual Conferences with Dr. Landin <sup>a</sup>	1:30 Group and Individual Conferences with Dr. Landin <sup>a</sup>	Conferences,  Library,  Laboratory	21:289-4  1:30  Dr. Schurrer <sup>c</sup>
3:00 - 4:30		Conferences, Library, Laboratory	Conferences, Library, Laboratory		Conferences Library, Laboratory

(a) Dr. Everett A. Landin  
Superintendent of Schools  
Easton-Redding Public Schools  
Regional School District #9  
Redding, Connecticut

(b) Dr. J. W. Maucker  
President,  
State College of Iowa

(c) Dr. Augusta Schurrer  
Professor of Mathematics  
State College of Iowa

EDUCATIONAL RESEARCH TRAINING INSTITUTE  
Schedule for August 1 thru August 5

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	21:281 Topics in Statistical Analysis  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson	21:281  Dr. Erickson
8:30 - 9:00	Coffee Laboratory	Coffee Laboratory	Coffee Laboratory	Coffee Laboratory	Coffee Laboratory
9:00 - 10:00	21:259 Research Design and Evaluation Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella	21:259  Dr. Gadzella
10:00 - 10:30	Conferences, Laboratory	Conferences, Laboratory	Conferences, Laboratory	Conferences, Laboratory	Conferences, Laboratory
10:30 - 12:00	Guest Speaker  Dr. Semler*	Guest Speaker  Dr. Semler*	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Conferences, Library, Laboratory
12:00 - 1:00	L U N C H H O U R				
1:00 - 3:00	1:30 Group and Individual Conferences with Dr. Semler*	1:30 Group and Individual Conferences with Dr. Semler*	Conferences,  Library,	Conferences,  Library,	Conferences,  Library,
3:00 - 4:30	Conferences, Library, Laboratory	Conferences, Library, Laboratory	Laboratory	Laboratory	Laboratory

\* Dr. Ira Semler  
Director of Research  
Cedar Rapids Public Schools  
Cedar Rapids, Iowa



### III. EVALUATION OF THE INSTITUTE

#### Evaluation by Staff

The staff felt much had been accomplished with the Institute trainees in all phases of the program. Although the trainees had varied course backgrounds and research interests, they were highly motivated throughout the eight weeks of the Institute.

The unified approach possible in an Institute certainly contributed to the success of the Institute. The emphases of the two courses and the seminar could have been more closely related. Staff members and trainees expressed the feeling the daily activities were probably too tightly scheduled.

The staff agreed the visiting consultants and guest speakers were excellent and that the Institute had made good use of State College of Iowa resources.

The three full-time and three quarter-time staff members worked together to form a very effective Institute team.

One staff member summarized his reactions to the Institute program as follows:

"This has been one of the most rewarding and satisfying summer sessions I have had since the start of my college teaching some years ago. The opportunity . . . to get to know 26 graduate students as fellow scholars and producers of educational research, was most stimulating. The cooperation and direction from the Bureau of Research and Examination Services was excellent. The support and encouragement of the Department of Education and Psychology with the college administration made the Institute possible. I believe the results in 1966 merit the further and fuller support of this kind of graduate work. The general format of three courses, trainees with at least a M.A. degree, eight weeks of instruction, with a classroom and a machine room appeared to be appropriate."



The Institute objectives and content emphases were particularly appropriate since most of the trainees will be directly responsible for planning and evaluating Title I projects during the 1966-67 school year. Many trainees will also be involved in conducting local school research projects. Similar objectives and emphases should be equally appropriate for future summer institutes.

Twenty-six trainees and a full-time staff of three provided adequate time for staff preparation and individual conferences. A full-time trainee ratio of 1-10 appears to be reasonably optimal for an eight-week summer institute.

A similar staff-trainee ratio existed for the three part-time staff members. This facilitated individual consultations. The effective contributions of part-time staff members as continuing consultants will be further increased in future institutes by a greater coordination of their services with the instructional program.

Similar selection criteria should be used for future institutes. With an earlier date for publicizing the Institute, the trainee group should be more homogeneous than this summer's group.

Eight weeks appears to be an appropriate length for an institute with similar objectives and emphases. Visiting consultants should not be scheduled during the last week of the Institute. The daily schedule should be modified so as to free larger blocks of study time for the trainees. This can be accomplished by scheduling the content courses during the first two and one-half hours each day and the seminar at 2:30 four afternoons each week.

### Evaluation by Institute Trainees

On August 5, the last day of the Institute, each trainee was asked to evaluate the Institute using the evaluation form found on page 35 of this report. The first seventeen items were rated from 1 through 5 (1 representing the lowest rating and 5 the highest rating). For each of these items comments could also be made by means of the open-end statements. Item 18 asked for additional comments concerning any aspect of the Institute.

Typical of the comments are those for the first three items.

The Institute has been:

- . . a very good experience. Developed a much better understanding of research for me.
- . . helpful in planning for evaluation of the school system.
- . . rewarding.
- . . informative.
- . . very valuable to me.
- . . a satisfactory experience and successful as far as results obtained. I feel I gained a great deal from having participated.
- . . of a great deal of value to me for a better understanding of research. My background was quite limited.
- . . adequate in helping me solve at least one problem in measurement.
- . . successful from my viewpoint.
- . . very good, in general.
- . . very informative and interesting. Great benefit to me.
- . . well worthwhile.
- . . structured to the extent that nothing could be studied with any degree of confidence. Too much orientation and only three or four speakers had anything to offer.
- . . a new experience for me, and somewhat informative.
- . . very rewarding. I feel I have gained many things I can use in my school as well as noting many things that I must do.
- . . a new experience to me as it opened up the field of statistics where I had no previous background. Also research designs became more important to me.
- . . a deeper penetration into the areas of research design, statistics and proposal projects.
- . . challenging.
- . . good in respect to the length of time the administrators had for organization.
- . . revealing as to the vast area of research and statistical measurement that is moving into schools today. Somewhat confusing but enjoyable.
- . . for me a new and illuminating experience.
- . . helpful in clarifying the functions of research applied to school problems.
- . . experimental and under the circumstances very good.
- . . helpful in the aspect of research.

### The Over-all Plan and Structure of the Institute

- . . indicated much work in setting up the various speakers and trips. Much planning was evident.
- . . fulfilled the purposes described in (1)
- . . fine
- . . too crowded with guest speakers.
- . . good in respect to length of time for organization. I do wish we had been given a syllabus indicating objectives, tests and papers and when they were due.
- . . was too difficult for my background experience; however, seemed well planned.
- . . I cannot say because I have no point of comparison.
- . . was good. The time schedule was too full to allow practice time for statistics and text study.
- . . I believe a division should be made between straight research and Title I projects and taught seperately.
- . . rather loose. I like things with better structure.
- . . was as well as could be expected due to the length of time available for the setting up of the program.
- . . pretty good.
- . . seemed to be well worked out.
- . . was good, but, things stacked up at the end. Partly, of course, my own doing.
- . . was good. There are some aspects of the program that I would have modified.
- . . more time during the day for practical application of statistics and design.
- . . perhaps crowded us a little too much with group sessions.
- . . too much attempt to keep us busy- not enough time to let what we've learned "soak in".
- . . was good as far as general objectives were concerned.
- . . was good except that some speakers did not contribute much to the goals of the Institute.
- . . was quite excellent. Well worked out. Much work in planning and execution was evident.
- . . was good.
- . . took a great deal of time to organize.
- . . needed some refining. More time to apply the knowledge gained from the lectures and texts.
- . . I believe that all the speakers are authorities in their areas. However, I feel that there were too many.
- . . was carefully thought through prior to the outset.

## The Staff

- . . members were genial and cordial to work with and generally sympathetic to our special needs.
- . . was very competent in the respective assignments.
- . . members were knowledgeable in their subjects.
- . . was cooperative, friendly and always willing to help.
- . . was proficient and I felt understanding.
- . . highly cooperative and helpful.
- . . was friendly and helpful. They were well qualified in their subjects.
- . . was cooperative. However, in the future should become better prepared for Title I evaluations, etc.
- . . needs improvement for design of research projects. A questionable practice to use such institutes as a selection point or criteria of specialist candidates. Good over-all staff.
- . . was in the most part helpful in a practical application of items studied in the institute to my field of work.
- . . in general was good.
- . . worked hard to improve our knowledge of the field around which the institute was built.
- . . was helpful and interested.
- . . has been most cooperative and pleasant to work with. I felt every effort was made to give us the best program possible.
- . . felt that a statistically oriented person in Research Design could have tied the statistical course into the Research Design course more.
- . . has strong leadership. Not all members contribute equally because of their roles, and perhaps the person we would have found most helpful was not available to us at every stage of our projects.
- . . on the whole, was very fine.
- . . has been cordial and more personable than most institutions.
- . . was good.
- . . worked hard and conscientiously and did a very commendable job. All were helpful and personally interested in us.
- . . is rated as being very helpful and concerned with each of us as individuals.
- . . cooperative, friendly and worked harder than the students.
- . . as a whole I felt the staff was good, but as usual I feel some as being better than others for what I was interested in gaining knowledge of at this time.
- . . was dedicated to the responsibilities of their positions.

EVALUATION  
CRA Educational Research Training Institute  
State College of Iowa  
Cedar Falls, Iowa  
Summer 1966

DIRECTIONS: Complete the open-end statements with your evaluations and feelings concerning the Institute. Also, rate the item in the left hand margin from one to five. (one representing the lowest rating and five the highest). Circle the appropriate number.

Mean	Median					
4.3	4.3	1 2 3 4 5	(1)	The Institute has been		
3.8	3.9	1 2 3 4 5	(2)	The over-all plan and structure of the Institute		
4.2	4.2	1 2 3 4 5	(3)	The staff		
4.6	4.7	1 2 3 4 5	(4)	The course <u>Topics in Statistical Analysis</u> was		
3.3	3.2	1 2 3 4 5	(5)	The course <u>Research Design and Evaluation</u> was		
3.8	3.8	1 2 3 4 5	(6)	<u>Seminar in Education: Research Problems</u> was		
4.1	4.1	1 2 3 4 5	(7)	Bureau of Research Consultative services		
2.8	2.9	1 2 3 4 5	(8)	The State College of Iowa guest speakers		
4.0	4.1	1 2 3 4 5	(9)	The visiting consultants		
3.8	3.9	1 2 3 4 5	(10)	The field trips		
3.8	3.8	1 2 3 4 5	(11)	The assignments		
3.9	3.9	1 2 3 4 5	(12)	The textbooks		
3.0	3.0	1 2 3 4 5	(13)	The physical facilities		
4.1	4.2	1 2 3 4 5	(14)	The statistical laboratory		
3.1	3.0	1 2 3 4 5	(15)	The daily schedule		
4.6	4.6	1 2 3 4 5	(16)	The other Institute trainees		
4.4	4.3	1 2 3 4 5	(17)	My professional growth		
			(18)	Additional comments concerning any aspect of the Institute.		

. . I feel that when I return to my job I will probable encourage more experimentation to be done and will be more critical of poor evaluation of this expermentation. I feel as a whole this institute has been very helpful to me.



- . . I feel I will do a better job of evaluating and planning my program next year. It will help me be more specific in making decisions before setting up changes.
- . . the institute didn't really scratch the surface of possibilities in the research field. I would like to see a sequence of this institute with emphasis upon the finer points. Narrow the scope in the next one.
- . . The most important thing that happened to me, was awakening of the possibilities of research even in a small school such as ours. That our educational world is really on the move in the research area and education practices haven't kept up with things which are really needed.
- . . the most significant thing that happened to me was the application of my mathematics background to research. I can now see the "forest". One other thing is that I feel I can write a better test.
- . . The association with others in the institute helped considerably to clarify thinking. I have a much clearer concept of research procedures and research activities now. I feel I can go back and do a creditable job in the field of research activity.
- . . Evaluate the existing program with a keener eye to making changes or improvements. Also, the structure of the Title I program will be revised and a change in the overall reading program given a more discriminatory evaluation of present practices undertaken.
- . . I would be able to conceptualize a research study or Title I evaluation better in regard to design. Also the handling of the data will make more "sense", so to speak.
- . . As a classroom teacher, my testing procedures and evaluation would be improved considerably due to my broader background.
- . . I believe I will do a much better job of collecting and analyzing information about students.
- . . I plan to undertake specific research at various K-8 grade levels to compare the relative effectiveness of various teaching methods. As a corollary, I am much better prepared to do a study for any advanced degree.
- . . use better statistical procedures in testing and research.
- . . interpret research literature much more meaningfully.
- . . encourage teachers and assist them in doing more research in areas that need such.
- . . I am both pleased and grateful to have had the opportunity to participate in this institute because I am sure the knowledge gained will help to make education better for the children in our community.
- . . I will return with a new zest and enthusiasm for research and my work.
- . . I feel that the persons responsible for setting up this institute are to be commended. It was, I am sure, a difficult task. I should enjoy attending another, if I get the chance and it is in this area.
- . . as a result of this summer's work, I know that when our staff works on various federal projects or other teaching methods research, I will feel that I can better guide them in their planning and evaluation. Also, I will better know how to statistically evaluate the results that are obtained. I am very appreciative of this summer's work.



- . . I found out I didn't have all the answers to educational problems.
- . . we have a long way to go back in our home school in improving education for our young people.
- . . a big area that needs to be worked on in our system is the construction of teacher made tests. Emphasis will be placed in this area.
- . . the institute provided a new insight for me in the field of education. I will probable never pursue the "pure" research study area, but will have a better understanding of its aims and objectives. It will also enable me to communicate with research personel and support their views. (Perhaps strive to secure 1% of the school budget for educational research.)
- . . I will be much better prepared to write and evaluate research proposals and federal program projects because of the valuable experience gained at SCI this past eight weeks. Thanks for the opportunity to participate.
- . . I have learned that the process of education and evaluation is even more complex than I had imagined. Be familiar with research, be able to sift the good research studies from poor ones and apply the many new techniques to your system. Some will work, sone won't. Evaluate and sort out the poor and capitalize on the good techniques that work in your system.
- . . I hope to be more imaginative and work harder to keep myself and system out of a complacent rut.
- . . all in all I enjoyed my summer. Enjoyable acquaintances were made with trainees, staff members and others. I feel I profited from the work and predict that with the refinement of a few small items this institute will provide excellent help to others in years to come.
- . . Because I am working with Title I, I certainly have a better understanding of what can and can't be done. I have gained much in design of projects and evaluation.
- . . I wish to thank the staff for their dedicated efforts in making the institute worthwhile.
- . . I will have many suggestions for designing and evaluation of projects in the classroom, and recording adequate data with which to measure pupil growth.
- . . the most important single item that has happened to me has been the idea that statistics has probably the most important bearing on all forms of testing and evaluation. I now have a tool never before available to me because of prior work, which will help me enormously in trying to meet the needs of children in my particular area.
- . . when I return to my school situation I now have a powerful tool available which will help me do experimenting so that better ways can be found to teach children. I have a better way of explaining children's achievement and aptitudes to parents. Equally important, our grading system can be better justified. I can also help younger teachers in this area.
- . . a special class for the "research deprived" would have helped me gain more from the institute. Future research institutes might try to get a more homogeneous group of participants.
- . . I would suggest that the guest speakers be held to only three or four as examples of research needs in the curriculum.

### Problems

The most difficult problem concerned trainee selection. Due to the short period of time available and not being able to use news media, the number of applicants was considerably less than we had hoped to obtain. As a result, the Institute trainees formed a somewhat heterogeneous group. Future institutes will be underway at an earlier date and the selection process will result in greater homogeneity.

The classroom was very uncomfortable for afternoon sessions during the three weeks of extended hot weather. This reduced the vitality of staff and trainees. The use of portable fans helped some but rooms to be used for a full day in an Institute program should be air-conditioned.

### Recommendations

1. Fewer speakers should be scheduled. Four visiting consultants and four or five College staff members to illustrate research activities in selected subject matter areas will tend to place this phase of the Institute program in proper balance with other program emphases.

2. More data processing work should be integrated with the statistical analysis and research design courses.

3. A follow-up of the trainees during the school year following the Institute should involve visits to the trainee's school by staff members. Provisions for such a follow-up should be a budgeted part of the Institute program.

4. The United States Office of Education was very cooperative and greatly facilitated contract negotiations early in May.

The USOE should strive to keep the directors' currently informed on all matters related to training projects. Forms and instructions should be sent much earlier than was the case this summer. The appointment of trainee forms arrived at the end of the first week of the Institute. The instructions for preparing the final report arrived ten days after the close of the Institute and after the report had been completed.

Dates for the submission of reports should be clarified. The contract award indicated the final report was due on or before August 31, 1966. This is the reason the report had been completed prior to receiving the instructions. The instructions indicate the final report is due within 90 days after the closing date of a project.

5. An attempt should be made to have similar dependency allowance requirements for all training projects authorized by federal legislation and supervised by the USOE. The dependency requirement for Educational Research Training Institutes reduced the number of applicants for this Institute.

6. Reports should be prepared on  $8\frac{1}{2}$ " x 11" rather than 8" x  $10\frac{1}{2}$ " paper since this is the paper size used by colleges.

A . I

DESCRIPTIVE ANNOUNCEMENTS AND NEWS RELEASES

- Exhibit A1 -- Letter Sent to School District Superintendents in Iowa and Eight Neighboring States the Last Week in April, 1966
- Exhibit A2 -- Information Sheet Describing the Proposed Institute Enclosed with the Letter to School Superintendents
- Exhibit A3 -- Copy of School Superintendent's Postcard Reply
- Exhibit A4 -- Copy of June 6, 1966 Waterloo Daily Courier News Article Concerning the Granting of the Educational Research Training Institute to the State College of Iowa
- Exhibit A5 -- News Release for Local Newspaper Editors Concerning the Institute Trainees Selected
- Exhibit A6 -- The Brochure Containing the General Announcement and Description of the Institute

Exhibit A1

STATE COLLEGE OF IOWA  
Cedar Falls  
50613

April 26, 1966

Dear Sir:

A growing number of school systems have felt the need to assign someone on their staff the responsibility of helping to plan and evaluate the various programs supported partially or entirely by federal funds. In recognition of this need for qualified personnel, the U.S. Office of Education is authorizing a number of summer institutes for the training of such people and has indicated that the State College of Iowa, in all probability, will be selected to sponsor such an institute this summer.

The details of the proposed institute at the State College of Iowa are shown on the attached sheet. I would like to call your attention particularly to three important aspects of this institute: (1) it is designed to develop research and evaluation competencies of teachers or other school personnel nominated by their respective administrator; (2) the individuals selected will receive a weekly stipend of \$75 plus an allowance of \$15 per week for each dependent establishing temporary residence in Cedar Falls for the duration of the institute; and (3) each individual selected for the institute will return to his school system and be assigned at least one-fourth time to research responsibility.

We invite you to nominate one of your staff to participate in this institute. Because the time is short, we will appreciate your returning the enclosed card at your earliest convenience.

Sincerely,

Dr. Harley E. Erickson, Director  
(Proposed) Educational Research Training Institute  
Assoc. Prof., Department of Education and Psychology  
330 Old Administration Building  
State College of Iowa  
Cedar Falls, Iowa 50613



A PROPOSED INSTITUTE FOR THE TRAINING OF EDUCATIONAL RESEARCHERS  
FOR PUBLIC SCHOOLS TO BE CONDUCTED BY THE STATE COLLEGE OF IOWA

The proposed eight-week Institute, to be funded by the U. S. Office of Education, will begin on June 13 and end on August 5, 1966.

The purpose of the proposed institute is to develop research competencies of individuals who have been assigned research responsibilities in public school systems.

Enrollment will be limited to thirty qualified applicants. Selection criteria will include the following:

1. Master's degree from an accredited college
2. Quality of all graduate work completed
3. Completion of the following courses or equivalents at either the undergraduate or the graduate level:
  - a. A beginning statistics course
  - b. An introductory course in tests and measurement OR  
A course in educational research
4. The applicant's statement of intent to pursue educational research as a vocational objective.
5. The applicant's superintendent of schools must indicate that he plans to assign research responsibilities of at least one-fourth time to the applicant during the 1966-1967 school year.
6. Preference will be given to applicants with teaching experience.
7. Preference will be given to applicants who show the highest academic promise.

The program for the proposed institute will include the following:

Topics in Statistical Analysis. An extension of elementary descriptive and inferential statistics

Research Design and Evaluation. Emphasis on the importance of measurement in research designs; the construction of questionnaires, scales, and tests; and the selection and evaluation of research designs.

Seminar in Education: Research Problems. The nature and organization of school system research and evaluation. Group analysis of completed research projects and projects contemplated by the participant's school system. Presentations by college staff members as well as visiting lecturers will enable the participants to acquire a broad and functional perspective of the potentialities of public school research endeavors.

If desired, the participant may receive up to 8 semester hours of graduate credit. Each participant will receive a weekly stipend of \$75 and a travel allowance plus an allowance of \$15 per week for each dependent establishing temporary residence in Cedar Falls for the eight weeks of the institute.

An explanatory brochure and formal application materials will be sent to interested individuals when final approval has been received from the U.S. Office of Education.

Additional information can be obtained by contacting the director of the proposed institute.

Dr. Harley E. Erickson, Director  
(Proposed) Educational Research Training Institute  
Associate Professor, Department of Education & Psychology  
330 Old Administration Building  
State College of Iowa, Cedar Falls, Iowa 50613

Office Tel.:  
319-266-1721,  
Ext. 7191  
Home Tel.:  
319-266-8673



EXHIBIT A3

Postcard Reply From April, 1966 Mailing

Dr. Harley E. Erickson, Director  
(Proposed) Educ. Research Trng. Inst.  
Dept. Of Education & Psychology  
State College of Iowa  
Cedar Falls, Iowa 50613

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

appears to meet the selection criteria. I would plan  
to assign research responsibilities of one-fourth time  
to him. (her) during the 1966-67 school year.

 \_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
School System

EXHIBIT 14

Waterloo Daily Courier, Waterloo, Iowa

Monday, June 6, 1966

Page 9

Waterloo Daily Courier - Cedar Falls News

SCI WINS GRANT

(Courier News Bureau)

CEDAR FALLS - State College of Iowa has received a \$48,000 grant from the U.S. Office of Education for a summer institute for public school teachers and administrators.

Awarding of the grant was disclosed Monday in Washington.

The grant will be used to pay stipends to about 25 participants from Iowa and four surrounding states for an eight-week institute. Participants will be prepared for school research. They will earn graduate credit for it.

Dr. Harley Erickson, associate professor of education at SCI, is institute director. The institute will begin next Monday and run through August 5.

EXHIBIT A5

STATE COLLEGE OF IOWA  
Cedar Falls, Iowa  
6-9-66

NEWS INFORMATION SERVICE  
266-1721 Ext. 327

FOR IMMEDIATE RELEASE

PARTICIPANTS SELECTED FOR SCI RESEARCH INSTITUTE FOR PUBLIC SCHOOL  
RESEARCH PERSONNEL

CEDAR FALLS -- Twenty-six public school educators have been selected to participate in an eight-week Educational Research Training Institute for public school research personnel this summer at the State College of Iowa.

The primary purpose of the institute is to improve the competency of public school personnel responsible for research.

The institute will be conducted by the SCI department of education and psychology under contract with the U.S. Office of Education.

The "core" of the instructional program will consist of three graduate-level courses: topics in statistical analysis, research design and evaluation and a seminar in research problems. Participants will also do individual work with an advisor, small group work and laboratory work.

Scheduled for June 13 through August 5, the institute will offer participants eight semester hours of graduate credit. They will receive stipends of \$75 per week.

Nineteen of the participants are from Iowa and the rest come from Minnesota, Missouri, Nebraska and Kansas.

Dr. Harley E. Erickson, associate professor of education at SCI, is director of the institute.

\_\_\_\_\_ who is \_\_\_\_\_ at  
(Name) (position)

\_\_\_\_\_ in \_\_\_\_\_ has been selected  
(school) (town)

to participate in the institute.

Exhibit A6

EDUCATIONAL  
RESEARCH  
TRAINING  
INSTITUTE

For

PUBLIC SCHOOL RESEARCH PERSONNEL

June 13 Thru  
August 5, 1966

To be conducted by

STATE  
COLLEGE OF IOWA

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Cedar Falls, Iowa

Under contract with  
The United States Office of Education

(Authorized by P.L. 83-531, Section 2 (b)  
as amended by P.L. 89-10, Title IV)

## Purpose

The primary purpose of this institute is to improve the competency of public school personnel responsible for research.

## Objectives

1. To develop skills, concepts, and understandings in selecting and devising evaluative instruments for assessing the outcomes of school programs.
2. To develop increased competency in the use of statistical methods in analyzing research data and testing research hypotheses.
3. To develop an understanding of the types of research designs appropriate for school system research projects.
4. To increase the participant's familiarity with research findings in those areas specifically related to the immediate research emphasis in the participant's school system.

## Program

The "core" of the instructional program will consist of three graduate-level courses. A total of eight (8) semester hours of graduate credit may be earned by completing all the requirements. These courses are as follows:

1. TOPICS IN STATISTICAL ANALYSIS  
An extension of elementary descriptive & inferential statistics  
Topics included: Correlation analysis; chi-square, normal, t, and f distribution; analysis of variance; selected non-parametric tests of significance.
2. RESEARCH DESIGN AND EVALUATION  
Emphasis on the importance of measurement in research designs; the construction of questionnaires,

scales, and tests; and the selection and evaluation of research designs.

### 3. SEMINAR IN EDUCATION: RESEARCH PROBLEMS.

Group analysis of completed research projects and projects contemplated by the participant school system. Presentation by college staff members as well as visiting lecturers will enable participants to acquire a broad and functional perspective of the potentialities of public school research endeavors.

### SMALL GROUP WORK

The participants will meet in three groups of ten each under the leadership of the member of the Institute staff assigned to the group.

### INDIVIDUAL WORK

Each trainee will be assigned an advisor who will work closely with the participant throughout the Institute.

### LABORATORY EXPERIENCES

The Bureau of Research and Examination Services will provide laboratory experience for the Institute participants. These activities will be of three main types: participation in regular Bureau projects, analysis of selected State College of Iowa faculty research projects, collection and processing of data.

## Institute Staff

Dr. Harley E. Erickson, Director of the Institute. Associate Professor of Education, State College of Iowa.

Dr. William H. Dreier, Professor of Education and Administrative Assistant, Department of Education and Psychology, State College of Iowa

ests; and the  
evaluation of re-

## EDUCATION: RESEARCH

s of completed re-  
ts and projects  
by the participant's  
Presentation by  
members as well as  
urers will enable the  
to acquire a broad  
l perspective of the  
s of public school  
avors.

will meet in three  
ch under the lead-  
mber of the Institute  
o the group.

l be assigned an  
work closely with  
throughout the

## ANCES

research and Exam-  
will provide lab-  
ce for the Institute  
These activities will  
n types: participation  
u projects, analysis  
ce College of Iowa  
n projects, collection  
of data.

## Staff

ckson, Director of  
ssociate Professor  
te College of Iowa.

ier, Professor of  
ministrative Assistant,  
cation and Psychology  
Iowa

Dr. Bernadette M. Gadzella, Assistant  
Professor of Education, Western Wash-  
ington State College, Bellingham, Wash-  
ington.

Dr. Herbert M. Silvey, Director, Bureau  
of Research and Examination Services,  
State College of Iowa.

Dr. Gordon J. Rhum, Professor of Educa-  
tion and Coordinator of Research and  
Evaluation, State College of Iowa.

Mr. Gerald D. Bisbey, Assistant Pro-  
fessor, Associate in Research, State  
College of Iowa.

## CONSULTANTS, STATE COLLEGE OF IOWA

The following college faculty members  
will discuss current developments and  
research investigations in their area  
of specialization:

Dr. John Cowley	English
Dr. Garth Petrie	Reading
Dr. Gordon Harrington	Learning
Dr. Paul Brimm	Programmed
	Learning
Dr. Lloyd Douglas	Business Educa- tion
Dr. Augusta Schurrer	Mathematics
Dr. Clifford McCollum	Science
Mr. Lyle K. Alberts	History
Mr. Robert Paulson	Audio-Visual
Dr. Dorothy Koehring	Regional Dir- ector, Head
	Start Program
Dr. Robert Frank	Guidance

## CONSULTANTS, SPECIAL LECTURERS

Dr. Loyal W. Joos, Director of System-  
atic Studies, Oakland County Schools,  
Pontiac, Michigan.

Dr. Edwin D. Stewens, Superintendent  
of Schools, Granby, Connecticut.

Dr. Everett A. Landin, Superintendent  
of Schools, Redding, Connecticut.



Dr. Ira Semler, Director of Research,  
Cedar Rapids Public Schools, Cedar  
Rapids, Iowa

Mr. Drexel Lange, Associate Superin-  
tendent, Pupil Personnel Services  
Branch, State Department of Public  
Instruction, State Office Building,  
Des Moines, Iowa.

## Application

Enrollment will be limited to thirty  
qualified applicants. Selection crit-  
eria will include the following:

1. Master's degree from an accredited  
college.
2. Quality of all graduate work com-  
pleted.
3. Completion of the following  
courses or equivalents at either  
the undergraduate or the graduate  
level:
  - a. A beginning statistics course
  - b. An introductory course in tests  
and measurement OR a course in  
educational research.
4. The applicant's statement of  
intent to pursue educational  
research as a vocational objective
5. The applicant's superintendent of  
schools must indicate that he  
plans to assign research respon-  
sibilities of at least one-fourth  
time to the applicant during the  
1966-1967 school year.
6. Preference will be given to ap-  
plicants with teaching experience.
7. Preference will be given to ap-  
plicants who show the highest  
academic promise.

Application materials and further in-  
formation may be obtained from:

Dr. Harley E. Erickson, Director  
Educational Research Training Institute  
State College of Iowa  
Cedar Falls, Iowa 50613

## Housing and Meals

Enrollees will be housed in one of the  
college dormitories. The cost for  
board and room will be \$176 for the  
eight weeks. The exchange of ideas  
among enrollees living together is  
considered to be an important part of  
the institute program. Hence, all will  
be expected to live in the facilities  
provided, and not to commute daily.  
Off-campus housing will be extremely  
scarce.

## Stipends

Enrollees will receive a stipend of  
\$75 per week. They will also receive  
\$15 per week for each dependent if,  
and only if, the dependent accompanies  
them to the institute and resides there  
with them during the institute.  
Enrollees will also receive reimburse-  
ment at the rate of \$.08 per mile for  
one round trip between their residence  
and the State College of Iowa.

## Important Dates

All completed applications must be  
received no later than May 26, 1966.  
Early submission is advantageous.

Accepted applicants and alternates  
will be notified no later than May 31,  
1966.

Notification of acceptance from the  
applicants and alternates must be re-  
ceived no later than June 3, 1966.

## APPENDIX II

### MATERIALS SENT TO APPLICANTS

- Exhibit B1 -- Application and Selection Procedures  
Information and Instructions Sheet
- Exhibit B2 -- Form 1 Application for Admission
- Exhibit B3 -- Form 2 School Administrator's Recommendation
- Exhibit B4 -- May 19, 1966 Letter Sent to Applicants Pertaining to Housing in the Waterloo-Cedar Falls Metropolitan Area

## APPLICATION AND SELECTION PROCEDURES

Any person wishing to apply should complete the following steps:

1. Complete Form 1 Application for Admission as soon as possible. Please note the need to estimate and later substantiate previous academic work. Every effort should be made to obtain your transcripts now so you can substantiate your course work when asked.
2. Provide your superintendent with Form 2 School Administrator's Recommendation. Emphasize the need for the prompt submission of this form to the Director.
3. Have your undergraduate college or university forward an official transcript of your undergraduate record to the Director.
4. Have your graduate college or university forward an official transcript of your graduate record to the Director.
5. Contact any other colleges or universities where you have been enrolled and have them submit official transcripts to the Director.

## HOUSING

Participants will be housed in one of the college dormitories. Room and board costs will be \$176 for the eight weeks of the Institute. The exchange of ideas among enrollees living together is considered to be an important part of the Institute program. Hence, all will be expected to live in the facilities provided, and not commute daily.

Off-campus housing for families in Cedar Falls and Waterloo will be extremely scarce.

## DEPENDENCY ALLOWANCE FOR TRAINEES

The requirements for claiming a dependency allowance are quoted from a Policy Statement being prepared by the U.S. Office of Education:

An allowance may be claimed for a dependent of a trainee enrolled in a short-term Institute or Special Training Project only if the trainee establishes a special temporary residence specifically for the purpose of attending the Institute or Special Training Project and then only if the dependent accompanies and resides with him during the training period.

## EXHIBIT B2

CRA EDUCATIONAL RESEARCH TRAINING INSTITUTE  
State College of Iowa  
Department of Education and Psychology  
Cedar Falls, Iowa

# APPLICATION FOR ADMISSION

FORM 1

- Mr. \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Miss \_\_\_\_\_
1. Name \_\_\_\_\_  
Last First Middle
2. School where employed \_\_\_\_\_ 3. School Phone No. \_\_\_\_\_
4. School mailing address \_\_\_\_\_
5. Home mailing address \_\_\_\_\_ 6. Home Phone No. \_\_\_\_\_
7. High School \_\_\_\_\_ Junior High \_\_\_\_\_ Elementary \_\_\_\_\_ Other (specify) \_\_\_\_\_
8. Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_ Widow(er) \_\_\_\_\_ 9. Age \_\_\_\_\_
10. Number of Dependents \_\_\_\_\_
11. Employment record: Include all educational work plus either full or part-time work which is relevant. (List in reverse order with present position first). If additional space is needed, place the information on a separate sheet and attach to this form.

<u>Position</u>	<u>Employer</u>	<u>No. Years</u>	<u>Dates</u>

Briefly describe the nature of your present position.

12. Higher education record (list most recent education first)

<u>Institution</u>	<u>Dates</u>	<u>Major</u>	<u>Degree and Year</u>
--------------------	--------------	--------------	------------------------

13. Record your actual undergraduate GPA and graduate **GPA** or your best estimate of each:

IMPORTANT: Compute your GPA by using the following formula:

A=4, B=3, C=2, D=1

Not all colleges use this formula. Be certain to make the necessary adjustments in your estimate.

Undergraduate grade point average \_\_\_\_\_  
Graduate grade point average \_\_\_\_\_

ATTENTION: The submission of official transcripts is essential to the final processing of your application. However, in order to expedite the processing of your application, record your best estimate of your undergraduate and graduate GPA. It is suggested that you validate your estimate via a telephone call or other means with colleges and universities you have attended.

We will proceed with the processing of your application with the condition that later verification will be made via the official transcript. Do not delay sending your application, but remember that you must document your record through the submission of official transcripts.

14. List all graduate courses completed. (Use additional sheet if needed)

<u>Course Title</u>	<u>Institution</u>	<u>Date</u>	<u>Grade</u>	<u>Semester Hrs.</u>

15. List courses completed in statistics, educational research, and tests and measurement.

<u>Course Title</u>	<u>Institution</u>	<u>Date</u>	<u>Grade</u>	<u>Semester Hrs.</u>

16. Have you previously attended an Institute supported by Federal Funds? \_\_\_\_\_

If so, when and where? \_\_\_\_\_

17. Are you presently enrolled for a degree at a college or university? \_\_\_\_\_

Degree \_\_\_\_\_ Institution \_\_\_\_\_



18. What educational certification(s) do you now hold? \_\_\_\_\_

19. Administrative Officer's name. \_\_\_\_\_

Mailing address \_\_\_\_\_

20. Name of Professor acquainted with your work \_\_\_\_\_

Mailing address \_\_\_\_\_

21. Do you intend to pursue educational research as a vocational objective? \_\_\_\_\_

22. Please give Form 2 to your Administrative Officer. This form should be mailed directly to the Director. Your application cannot be processed until this form is received.

23. I certify that the statements made by me in this application are true, complete, and correct to the best of my knowledge and are made in good faith.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

EXHIBIT E3

CRA EDUCATIONAL RESEARCH TRAINING INSTITUTE  
State College of Iowa  
Department of Education and Psychology  
Cedar Falls, Iowa

SCHOOL ADMINISTRATOR'S RECOMMENDATION

FORM 2

Name of Applicant	School	City	State
-------------------	--------	------	-------

The above named is applying for participation in the CRA Educational Research Training Institute. I will be grateful to you if you will complete this recommendation form and return promptly to the Director at your earliest convenience. Your reply will be held in strict confidence. Thank you for your cooperation.

1. The title or position of the applicant is \_\_\_\_\_

2. The applicant has been in his present assignment for \_\_\_\_\_ years.

3. Nature of applicant's present position \_\_\_\_\_

4. Please rate the applicant A, B, C, or D in each of the following categories which you feel competent to judge. (A - excellent, very outstanding; B - good but not outstanding; C - fair; D - poor).

- (a) Enthusiasm for and interest in the educational process \_\_\_\_\_
- (b) Depth of knowledge in the area of Evaluation and Research \_\_\_\_\_
- (c) Willingness to cooperate with colleagues, administrators and students \_\_\_\_\_
- (d) Receptiveness to constructive suggestions from others \_\_\_\_\_
- (e) Capacity for contributing to faculty committees \_\_\_\_\_
- (f) Interest in improving the entire educational school program \_\_\_\_\_
- (g) Development in his professional capacity since you have known the applicant \_\_\_\_\_
- (h) Personality - influence upon peers - leadership \_\_\_\_\_
- (i) Personal grooming and health \_\_\_\_\_
- (j) Potential for success as a school researcher \_\_\_\_\_
- (k) Potential for continued academic work \_\_\_\_\_
- (l) Emotional control \_\_\_\_\_

5. What are the applicant's areas of greatest strength?

6. What are the applicant's areas of greatest weakness?

-2-

7. Do you agree to assign research responsibilities of at least one-fourth time to the above named applicant during the 1966-67 school year? \_\_\_\_\_
8. Indicate how you intend to use the applicant during the 1966-67 school year.  
\_\_\_\_\_  
\_\_\_\_\_
9. Is the applicant likely to remain in the education profession? \_\_\_\_\_
10. Include here any additional comments you wish to make.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Check only one:
- ☐ I recommend him without qualification
  - ☐ I recommend him
  - ☐ I recommend him with reservation
  - ☐ I do not recommend him

Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Please return to: Dr. Harley E. Erickson, Director  
CRA Educational Research Training Institute  
Department of Education and Psychology  
State College of Iowa  
Cedar Falls, Iowa 50613

EXHIBIT B4

May 19, 1966

Dear

After rereading the statements concerning housing and meals on the mater. As sent to you, it appears the intended meaning was not clearly conveyed. In case this matter has caused you some concern, a clarification will be found below:

Due to the short period of time that will remain after May 31, when applicants are notified, it will be extremely difficult to locate a house or an apartment for the eight weeks of the Institute. For this reason the participant probably should not plan to bring his family to the Institute.

The college will make arrangements to house single participants in a dormitory. College dormitory facilities will also be available for couples only. Participants residing outside the Waterloo-Cedar Falls metropolitan area should not plan to commute daily.

I trust this clarifies the matter regarding housing. If you should have questions concerning your particular case, be certain to write or call me.

We have checked below the forms and transcripts we have received to date.

Sincerely,

Harley E. Erickson, Director  
Educational Research Training Institute

HEE/jh

APPLICATION FORM \_\_\_\_\_

ADMINISTRATOR'S RECOMMENDATION \_\_\_\_\_

UNDERGRADUATE TRANSCRIPT \_\_\_\_\_

GRADUATE TRANSCRIPT \_\_\_\_\_

### APPENDIX III

#### LETTERS AND MATERIALS SENT TO TRAINEES AND ALTERNATES

- Exhibit C1 -- Notification of Applicant's Selection as  
an Institute Trainee
- Exhibit C2 -- Application for Admission to Graduate Study  
Form
- Exhibit C3 -- Student Health Service Form
- Exhibit C4 -- Notification of Applicant's Selection as  
an Alternate
- Exhibit C5 -- Notification of Alternate's Selection as  
a Trainee
- Exhibit C6 -- Letter to Trainees Concerning the Opening  
Day of the Institute and Materials Required  
for the Institute



# CRA EDUCATIONAL RESEARCH TRAINING INSTITUTE

STATE COLLEGE OF IOWA  
CEDAR FALLS  
50

DEPARTMENT OF  
EDUCATION AND PSYCHOLOGY  
AREA 319—266-1721

May 27, 1966

Exhibit C1

Dear

You have been selected for enrollment in the Educational Research Training Institute to be conducted by the State College of Iowa during the 1966 summer session (June 13, 1966 to August 5, 1966). Please inform me of your firm acceptance or rejection of this appointment by the fastest means possible no later than June 3, 1966. Depending on your location, this can be accomplished by telephone, telegram (night letter), or air mail letter.

Due to the short time remaining until the opening of the Institute, several other matters that require immediate attention are explained below.

Enclosed you will find a copy of the Application for Admission to Graduate Study at the State College of Iowa. Complete this form if you have not previously been enrolled at the State College of Iowa for Graduate Study and return immediately.

Also enclosed is a Medical History form. The college requires a physical examination on file for all students; graduate as well as undergraduate. Return this form to me as soon as possible, but prior to the opening of the Institute on June 13.

All housing on campus is handled through the Office of Housing, Mr. Robert Brodie, Director. Please communicate directly with him regarding your housing needs. Housing for single students or students who do not plan to bring their families will be available in one of the dormitories. We have previously indicated to you the shortage of off-campus housing for the eight weeks of the Institute. The Housing Office and our office will assist you in any way possible in completing your housing plans for the summer.

Plan to bring to the Institute information and materials related to any current or contemplated research project of your school system.

If you have any questions concerning these or other matters, be certain to contact me.

We feel you have much to add to our Institute and look forward to having you as a member of the Institute this summer.

Sincerely yours,

Harley E. Erickson,  
Institute Director

HEE:MT/ST  
Enclosures

STATE COLLEGE OF IOWA

Cedar Falls, Iowa 50613

APPLICATION FOR ADMISSION TO GRADUATE STUDY

Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ Summer only \_\_\_\_\_

1. Print name in full (married women include maiden name)  
(See instructions on reverse side)

Mr. ( )

Mrs. ( )

Miss ( )

Last Name

First

Middle

2. Home Address

Street and Number or R.F.D.

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

How many years have you lived at this address? \_\_\_\_\_

If the answer to the preceding question is less than 12 months and the address is an Iowa address  
give date Iowa residence began. \_\_\_\_\_

3. Check one \_\_\_\_\_ Married  
\_\_\_\_\_ Single

If married, how long has spouse lived in Iowa? \_\_\_\_\_

4. Birth (a) Date \_\_\_\_\_ (b) Place \_\_\_\_\_

Mo. Day Yr.

City

State

5. Name of parent or guardian (for identification only) \_\_\_\_\_

Address (if living) \_\_\_\_\_

Street and Number or R.F.D.

City

State

High School \_\_\_\_\_

Date of Graduation

Name of School

City and State

Undergraduate College (See other side concerning filing transcripts.)

Name of College

City and State

Dates of Attendance

Undergraduate Major \_\_\_\_\_ Minors \_\_\_\_\_

Degree held \_\_\_\_\_ from \_\_\_\_\_

Date Received \_\_\_\_\_

Previous graduate study. (See other side concerning filing transcripts.)

Name of College

City and State

Dates of Attendance

Degrees

Area of graduate study: Proposed major \_\_\_\_\_

Do you now hold or have you ever held a teachers certificate based on a bachelor's degree? (Yes or No) \_\_\_\_\_

If not, do you intend to ask S.C.I. to recommend you for a teachers certificate? \_\_\_\_\_

(Yes or No)

Do you plan to qualify as a candidate for a graduate degree at S.C.I.? Masters \_\_\_\_\_ Specialist in Education \_\_\_\_\_ None \_\_\_\_\_

Are you a veteran of military service? \_\_\_\_\_ Are you a veteran's orphan who plans to attend under Chapter 35? \_\_\_\_\_

Social Security Number \_\_\_\_\_

Selective Service Number \_\_\_\_\_  
(Men only)

Signature \_\_\_\_\_

FIRST NAME

MIDDLE NAME

LAST NAME

(Do not write in these spaces)

# INSTRUCTIONS

Print or write all information, particularly your name, so that there will be no misunderstanding. Your legal name should always be used. If you go by a nickname, place it in parenthesis, as JONES, WILLIAM HERBERT (BERT). If you are called by your middle name, underline it, as JONES, WILLIAM HERBERT. If your high school or college records may appear under another name, give this name also. Be careful to give correct dates for birth year and correct years for college attendance.

See that all questions are answered so as to avoid as far as possible unnecessary future correspondence.

## CREDENTIALS REQUIRED

- I. Potential candidates for graduate degrees at SCI or original teaching certificates must file —
  - A. A transcript (or transcripts) showing degree granted, date, and all undergraduate credit.
  - B. A transcript from each graduate school attended within 10 years.
  - C. A certificate of health.
- II. Others must file —
  - A. An official statement from the degree-granting college showing the highest degree granted and date.
  - B. A certificate of health when requested.

This application is for admission to post-baccalaureate study only. Application for candidacy for a graduate degree may be filed any time after the first enrollment for post-baccalaureate study.

Mail this application to

OFFICE OF THE REGISTRAR  
STATE COLLEGE OF IOWA  
Cedar Falls, Iowa

STATE COLLEGE OF IOWA  
Cedar Falls  
Student Health Service

EXHIBIT C3

MEDICAL HISTORY: (Applicant fill out in ink for permanent confidential record.)

Name: \_\_\_\_\_ Age \_\_\_\_\_ M \_\_\_\_\_ F \_\_\_\_\_  
Last First Middle Date of birth \_\_\_\_\_  
Home Address: \_\_\_\_\_ Married \_\_\_\_\_ Single \_\_\_\_\_  
Street City State  
Parent, spouse, or guardian (to be notified in case of illness or accident):  
Name: \_\_\_\_\_ Address: \_\_\_\_\_ Phone \_\_\_\_\_

I plan to enter State College of Iowa (Circle one) fall spring summer 196 \_\_\_\_\_  
I will be a (Circle one) freshman sophomore junior senior college graduate.  
I (Circle one) will will not be a veteran of military service.

PERSONAL HISTORY: Have you had contact with any person known to have had tuberculosis? \_\_\_\_\_  
If so, when? \_\_\_\_\_ Have you had a Skin Test for tuberculosis? \_\_\_\_\_ Result \_\_\_\_\_ Xray? \_\_\_\_\_ Are  
you sensitive to any drug or food? \_\_\_\_\_ What? \_\_\_\_\_ Have you had immunization for  
and approximately when Small Pox? \_\_\_\_\_ Diphtheria? \_\_\_\_\_ Tetanus? \_\_\_\_\_ Pertussis? \_\_\_\_\_ Polio? \_\_\_\_\_  
Typhoid? \_\_\_\_\_ Influenza? \_\_\_\_\_ Other? \_\_\_\_\_ Boosters \_\_\_\_\_

Tetanus (Lockjaw) Toxoid is not compulsory but strongly advised.

Tuberculin test or chest xray is made yearly.

Indicate approximate age at which you have had trouble with any of the following: Anemia \_\_\_\_\_  
Appendicitis \_\_\_\_\_ Allergy-Asthma-Hayfever \_\_\_\_\_ Chicken Pox \_\_\_\_\_ Convulsions \_\_\_\_\_ Dental \_\_\_\_\_  
Diphtheria \_\_\_\_\_ Ears \_\_\_\_\_ Eyes \_\_\_\_\_ Epilepsy \_\_\_\_\_ German Measles \_\_\_\_\_ Heart \_\_\_\_\_ Hepatitis \_\_\_\_\_  
Kidney \_\_\_\_\_ Influenza \_\_\_\_\_ Measles \_\_\_\_\_ Meningitis \_\_\_\_\_ Migraine \_\_\_\_\_ Mumps \_\_\_\_\_ Mononucleosis \_\_\_\_\_  
Nervous breakdown \_\_\_\_\_ Nose bleeds \_\_\_\_\_ Pleurisy \_\_\_\_\_ Polio \_\_\_\_\_ Pneumonia \_\_\_\_\_ Rheumatic Fever \_\_\_\_\_  
St. Vitus dance \_\_\_\_\_ Scarlet fever \_\_\_\_\_ Sinus \_\_\_\_\_ Small Pox \_\_\_\_\_ Stomach or bowel \_\_\_\_\_ Tuberculosis \_\_\_\_\_  
Typhoid \_\_\_\_\_ Whooping cough \_\_\_\_\_ Other \_\_\_\_\_ Accidents \_\_\_\_\_  
Menstrual: Began? \_\_\_\_\_ Intervals? \_\_\_\_\_ Amount \_\_\_\_\_ Pain \_\_\_\_\_

PHYSICAL EXAMINATION: Made by physician and the completed form sent BY HIM to  
Student Health Service, State College of Iowa, Cedar Falls, Iowa

Height \_\_\_\_\_ Weight \_\_\_\_\_ Posture \_\_\_\_\_ Temp. \_\_\_\_\_ BP: S \_\_\_\_\_ D \_\_\_\_\_  
Eyes: Vision, R 20/ \_\_\_\_\_ L 20/ \_\_\_\_\_ Corrected, R 20/ \_\_\_\_\_ L 20/ \_\_\_\_\_  
Ears: Hearing, R 20/ \_\_\_\_\_ L 20/ \_\_\_\_\_ Drums, R \_\_\_\_\_ L \_\_\_\_\_ Canals, R \_\_\_\_\_ L \_\_\_\_\_  
Mouth: Gums \_\_\_\_\_ Tongue \_\_\_\_\_ Throat \_\_\_\_\_ Tonsils \_\_\_\_\_ Teeth \_\_\_\_\_  
Glands: Cervical \_\_\_\_\_ Axillary \_\_\_\_\_ Inguinal \_\_\_\_\_ Thyroid \_\_\_\_\_  
Chest: Lungs \_\_\_\_\_ Breasts \_\_\_\_\_ Heart \_\_\_\_\_ Murmur? \_\_\_\_\_  
Abdomen: \_\_\_\_\_ Rectum \_\_\_\_\_ Hernia \_\_\_\_\_  
G. U. System: \_\_\_\_\_  
Orthopedic: Spine \_\_\_\_\_ Extremities: Upper \_\_\_\_\_ Lower \_\_\_\_\_  
Feet \_\_\_\_\_ Varicosities \_\_\_\_\_  
Neurologic \_\_\_\_\_ Endocrine \_\_\_\_\_  
Laboratory: Blood: Hbg \_\_\_\_\_ Count \_\_\_\_\_ Type and R. H. \_\_\_\_\_  
Urine: Alb \_\_\_\_\_ Sugar \_\_\_\_\_ Sp. Gr. \_\_\_\_\_ Micro \_\_\_\_\_  
Physical Education rating: Unlimited \_\_\_\_\_ Restricted \_\_\_\_\_ Temporary \_\_\_\_\_ Permanently \_\_\_\_\_  
Please give instructions on back of sheet.

I certify that \_\_\_\_\_ has been examined by me and does not have  
any condition that may hinder his progress in college except for the following: \_\_\_\_\_

Signed: \_\_\_\_\_, M.D. Also please print name \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_ Date: \_\_\_\_\_

# CRA EDUCATIONAL RESEARCH TRAINING INSTITUTE

STATE COLLEGE OF IOWA  
CEDAR FALLS  
50613

DEPARTMENT OF  
EDUCATION AND PSYCHOLOGY  
AREA 319—266-1721

May 27, 1966

Exhibit C4

Dear

Your application for the Educational Research Training Institute to be conducted by the State College of Iowa has been approved as an alternate.

In examining your application we found that you met all the selection criteria except the one pertaining to previous course work in statistics, tests and measurement, and educational research. Since our contract allows us to select only thirty applicants, we were faced with the task of deciding which applicants best met the criteria. Your application was one we finally had to set aside when the final selections were made.

We have extended official traineeship offers to the applicants selected for the Institute. If we do not receive official acceptance from each of them by June 3, 1966, we will replace such persons with applicants from our list of alternates for the Institute. In the event one of the traineeship offers is rejected and you are selected to receive this traineeship, I will call you on June 6, 1966. It appears very likely that there will be additional openings in the Institute due to rejections.

If you are willing to have your name placed on a list of alternates, please inform me by return mail to reach me no later than June 3, 1966. Also list the telephone number you can be reached at on June 6, 1966.

We are very sorry we could not include your name on our original list of selected trainees.

Sincerely yours,

Harley E. Erickson  
Institute Director

HEE/jh



# CRA EDUCATIONAL RESEARCH TRAINING INSTITUTE

STATE COLLEGE OF IOWA  
CEDAR FALLS  
50613

DEPARTMENT OF  
EDUCATION AND PSYCHOLOGY  
AREA 319—266-1721

June 6, 1966

Exhibit C5

Dear

This is to confirm Friday's telephone conversation that you have been selected for enrollment in the Educational Research Training Institute to be conducted by the State College of Iowa during the 1966 summer session (June 13, 1966 to August 5, 1966). We received your acceptance of the appointment in the mail this morning.

Due to the short time remaining until the opening of the Institute, several other matters that require immediate attention are explained below.

Enclosed you will find a copy of the Application for Admission to Graduate Study at the State College of Iowa. Complete this form if you have not previously been enrolled at the State College of Iowa for Graduate Study and return immediately.

Also enclosed is a Medical History form. The college requires a physical examination on file for all students, graduate as well as undergraduate. Return this form to me as soon as possible, but prior to the opening of the Institute on June 13.

All housing on campus is handled through the Office of Housing, Mr. Robert Brodie, Director. Please communicate directly with him regarding your housing needs. Housing for single students or students who do not plan to bring their families will be available in one of the dormitories. We have previously indicated to you the shortage of off-campus housing for the eight weeks of the Institute. The Housing Office and our office will assist you in any way possible in completing your housing plans for the summer.

Plan to bring to the Institute information and materials related to any current or contemplated research project of your school system.

If you have any questions concerning these or other matters, be certain to contact me.

We feel you have much to add to our Institute and look forward to having you as a member of the Institute this summer.

Sincerely, yours,

Harley E. Erickson  
Institute Director

# CRA EDUCATIONAL RESEARCH TRAINING INSTITUTE

STATE COLLEGE OF IOWA  
CEDAR FALLS  
50613

DEPARTMENT OF  
EDUCATION AND PSYCHOLOGY  
A 319—266-1721

June 8, 1966

Exhibit C6

Dear

Our first meeting will be June 13 at 9:00 in room 247, Auditorium building. At this time you will meet the Institute staff and the other trainees. You will also receive a calendar of activities and further information.

If you have never taken the Miller Analogies Test, you should plan to take this on Monday at 1:30 p.m., or on Tuesday at 3:00 p.m. The Miller Analogies Test is required of all graduate students at the State College of Iowa.

You also should plan to take the General Professional Examination that will be administered at 2:00 p.m. on Monday. We will answer any questions you may have concerning graduate student examinations during our meeting on Monday morning.

The following textbooks have been ordered for two of the three Institute courses. They may be purchased at the College Store, Inc., across from the college campus.

Guilford, J.P., Fundamental Statistics in Psychology and Education.  
(21:281, Topics in Statistical Analysis)

Kerlinger, Fred N., Foundations of Behavioral Research.  
(21:259, Research Design and Evaluation)

We trust you have made satisfactory housing arrangements for the summer session.

To assist you in your planning we should indicate that "Topics in Statistical Analysis" meets daily at 7:30 a.m.

I am looking forward to meeting you personally and working with you this summer. Feel free to contact me if I can assist you in any way.

Sincerely,

Harley E. Erickson  
Institute Director

## APPENDIX IV

### FORMS COMPLETED BY TRAINEES

Exhibit D1 -- Dependency and Mileage Allowance  
Statement

Exhibit D2 -- JSOE 6003. Statement of Appoint-  
ment of Trainee

CRA EDUCATIONAL RESEARCH TRAINING INSTITUTE  
State College of Iowa  
Department of Education and Psychology  
Cedar Falls, Iowa

Exhibit D1

DEPENDENCY AND MILEAGE ALLOWANCE STATEMENT

FORM 3

- Mr. \_\_\_\_\_  
1. Name Mrs. \_\_\_\_\_  
Miss. \_\_\_\_\_ Last \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_  
Home \_\_\_\_\_  
2. Home mailing address \_\_\_\_\_ 3. Phone No. \_\_\_\_\_  
Cedar Falls \_\_\_\_\_  
4. Cedar Falls address \_\_\_\_\_ 5. Phone No. \_\_\_\_\_  
6. Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_ Widow(er) \_\_\_\_\_ 7. Age \_\_\_\_\_  
8. Number of Dependents \_\_\_\_\_  
9. Number of Dependents claimed for Dependency Allowance \_\_\_\_\_  
10. Distance from your home residence to Cedar Falls \_\_\_\_\_  
11. I certify that the statements made by me in this application are true, complete and correct to the best of my knowledge and are made in good faith.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

DEPENDENCY ALLOWANCE FOR TRAINEES

The requirements for claiming a dependency allowance are quoted from a Policy Statement being prepared by the U.S. Office of Education.

An allowance may be claimed for a dependent of a trainee enrolled in a short-term Institute or Special Training Project only if the trainee establishes a special temporary residence specifically for the purpose of attending the Institute or Special Training Project and then only if the dependent accompanies and resides with him during the training period.

TRAVEL ALLOWANCE FOR TRAINEES

Reimbursement to a trainee for domestic travel will be allowed at the rate of 8¢ per mile for the one round trip between his place of residence and the training institution, the distance to be computed from standard mileage charts.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D. C. 20202BUDGET BUREAU NO. 51-R540  
APPROVAL EXPIRES 1-15-68STATEMENT OF APPOINTMENT OF TRAINEE  
UNDER THE EDUCATIONAL RESEARCH TRAINING PROGRAM

EXHIBIT D2

Public Law 83-531, Section 2(b), as amended by P. L. 89-10, Title IV

**INSTRUCTIONS**—A Statement of Appointment form must be completed in quintuplicate for each trainee receiving support under the Educational Research Training Program. The original and two completed copies are to be forwarded to the Office of Education, Research Training Branch, before stipend and other expenses are paid to the trainee; the fourth copy to the Program Director; the fifth copy to be retained by the trainee.

1. NAME AND ADDRESS OF INSTITUTION		2. OE GRANT NO.	
3. TYPE OF TRAINING PROGRAM (Check one) <input type="checkbox"/> UNDERGRADUATE TRAINING PROGRAM <input type="checkbox"/> GRADUATE TRAINING PROGRAM <input type="checkbox"/> POSTDOCTORAL TRAINING PROGRAM <input type="checkbox"/> SPECIAL TRAINING PROJECT <input type="checkbox"/> INSTITUTE <input type="checkbox"/> OTHER (Specify)		4. PERIOD OF THIS ACTION (Give month, day, year)  FROM:  TO:	
5. TYPE OF ACTION (Check one) <input type="checkbox"/> NEW APPOINTMENT <input type="checkbox"/> REAPPOINTMENT <input type="checkbox"/> AMENDMENT OF ITEM NO(S). <input type="checkbox"/> TRAINING NOT COMPLETED (Give reason)		6. NAME OF TRAINEE (First, middle, maiden, last)  <input type="checkbox"/> MR. <input type="checkbox"/> MRS. <input type="checkbox"/> MISS	
7. PERMANENT MAILING ADDRESS (Number and Street, City, State, zip code)		9. BIRTHDATE (Month, day, year)	10. BIRTHPLACE (City and State, or foreign country)
11. U. S. CITIZEN? (If "No," has trainee been admitted to the U. S. for permanent residence?)  <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO		12. DEPENDENTS (Check applicable box(es))  <input type="checkbox"/> NONE <input type="checkbox"/> SPOUSE <input type="checkbox"/> CHILDREN (Specify No.) <input type="checkbox"/> OTHER (Specify)	
13. HIGHEST LEVEL OF EDUCATION			
NAME AND ADDRESS OF INSTITUTION		DATES ATTENDED (From - To)	MAJOR FIELD OF STUDY
			DEGREE
			YEAR RECEIVED
14. MOST RECENT EMPLOYMENT			
NAME AND ADDRESS OF EMPLOYER		POSITION OR TITLE	
		DATES OF EMPLOYMENT FROM    TO	
15. VOCATIONAL IDENTIFICATION		19. TRAINING SUPPORT FOR APPOINTMENT PERIOD	
16. IS TRAINEE SEEKING DEGREE?  <input type="checkbox"/> YES <input type="checkbox"/> NO		(Check one) <input type="checkbox"/> WEEKLY <input type="checkbox"/> MONTHLY	
17. B. IF "YES," IS DEGREE UNDER THIS PROGRAM?  <input type="checkbox"/> YES <input type="checkbox"/> NO		TOTAL SUPPORT FOR APPOINTMENT PERIOD	
18. DEGREE SOUGHT		A. STIPEND	
18. DISCIPLINE OF DEGREE		B. DEPENDENCY ALLOWANCE	
B. MONTH AND YEAR EXPECTED		C. TRAVEL AND RELOCATION	
B. SUB-DISCIPLINE		D. TOTAL:	
18. CERTIFY that the above-named trainee is qualified for the proposed training and is eligible to receive financial support from this grant for the period specified in 19. A certified copy of this form will be given to the trainee.			
20. NAME OF PROGRAM DIRECTOR (Please print)		21. SIGNATURE	22. DATE OF SIGNATURE
23. SIGNATURE OF TRAINEE		24. DATE OF SIGNATURE	



APPENDIX V

SUMMARY DATA AND INFORMATION

## SUMMARY DATA AND INFORMATION

### Publicity

The description of the publicizing of the program will be found in the first section of the report. Materials and forms used in the publicizing are included in Appendices I and II.

### Application Summary (refer also to pages 3-5 of the report)

Approximate number of inquiries from prospective trainees (letter or conversation)	<u>67</u>
Number of completed applications received	<u>31</u>
Number of first rank applications (Applicants who are well-qualified whether or not they were offered admission)	<u>28</u>
Number of applicants offered admission (3 alternates were invited after 4 prospective trainees declined)	<u>28 + 3</u> alternates

### Trainee Summary

Number of trainees initially accepted in program	<u>26</u>
Number of trainees enrolled at the beginning of program	<u>26</u>
Number of trainees who completed program	<u>26</u>
Categorization of trainees	
Number of trainees who principally are elementary or secondary public school teachers	<u>3</u>
Number of trainees who are principally local public school administrators or supervisors	<u>16</u>
Number of trainees from State education groups	<u>0</u>
Number of trainees from colleges or universities, junior colleges, research bureaus, etc.	<u>0</u>
Number of trainees who are principally guidance counselors or consultants	<u>7</u>

Program Director's Attendance

Number of instructional days for the program.

39 (8 weeks  
1 holiday)

Percent of days the director was present.

100%

Financial Summary--(Note: The amounts listed as expended or committed are not exact)

	<u>Budgeted *</u>	<u>Expended or Committed</u>
Trainee Support		
Stipends	\$15,600	\$15,600
Dependency Allowance	4,680	4,590
Travel	877	876
Direct Costs		
Personnel	11,382	11,382
Supplies	935	935
Equipment	490	490
Travel	1,311	1,242
Other	2,670	2,606
Indirect Costs	<u>3,036</u>	<u>3,017</u>
Total	40,981	40,738

\* Refer to budget revision of July 8, 1966.